A Textbook of ENGLISH 2

یہ کتاب محکمہ تعلیم حکومت بلوچستان کی جانب سے 2013
کے لئے مفت تقسیم کی جارہی ہے اور نا قابل فروخت ہے۔

Balochistan Textbook Board, Quetta.

بسم اللہ الرحمن الرحیم

شروع اللہ تعالیٰ کے نام سے جو بڑا مہربان نہایت رحم کرنے والا ہے

A Textbook of

ENGLISH

2

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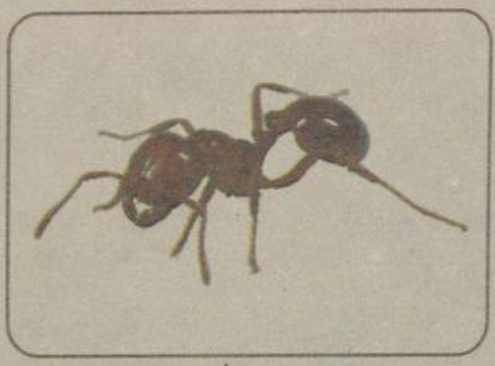
❖ REVISION

(a) Look and say.

Bus

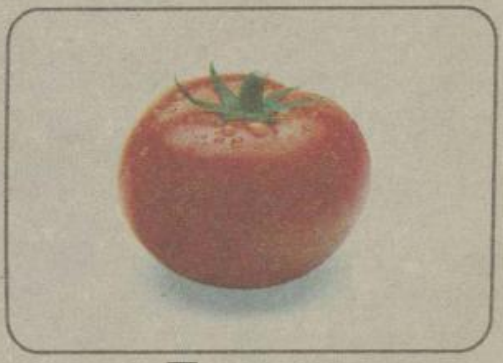


Ant

Camera

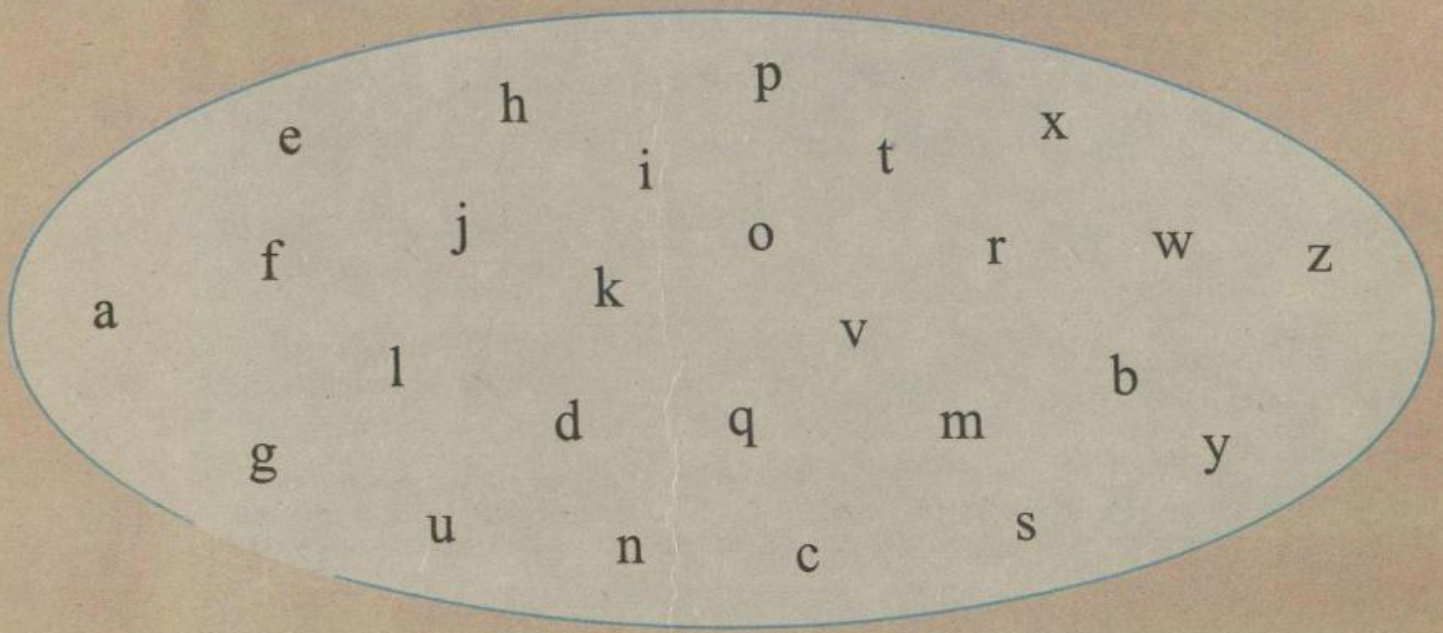
Jug

Motorcycle



Tomato

(b) Circle the vowels.



❖ REVISION

(c) Make the plurals of the given words.

1. Apple _____ 2. Mango _____ 3. Plum _____

4. Melon _____ 5. Table _____ 6. Book _____

(d) Write names of the objects with 'M' sound.

1. ____ ango

2. ____ onkey

3. ____ an

4. ____ oon

❖ REVISION

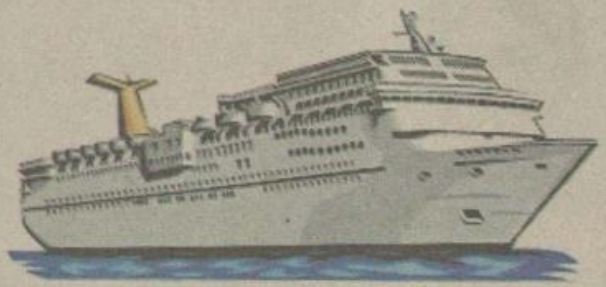
(e) Fill in the blanks with 'ch' and 'sh' sound.

1. ____ alk

2. ____ eep

3. ____ ild

4. ____ ip



5. ____ air

Guideline for Teacher: The teacher should pronounce the "Ch" & "Sh" sound properly in front of the students.

❖ REVISION

(f) Make sentences from the given table and write them in the blank spaces.

I				I am a boy.
He			boy	
She	am		book	
It	is	a	girl	
We	are		girls	
You			boys	
They				

Guideline for Teacher: The teacher should make this activity interesting by engaging students.

UNIT 1

GREETINGS

At the end of this unit, students will be able to learn:

- Offer and respond to basic routine greetings
- Noun, Singular and Plural
- Initial sound of "ch", "sh"
- Punctuation

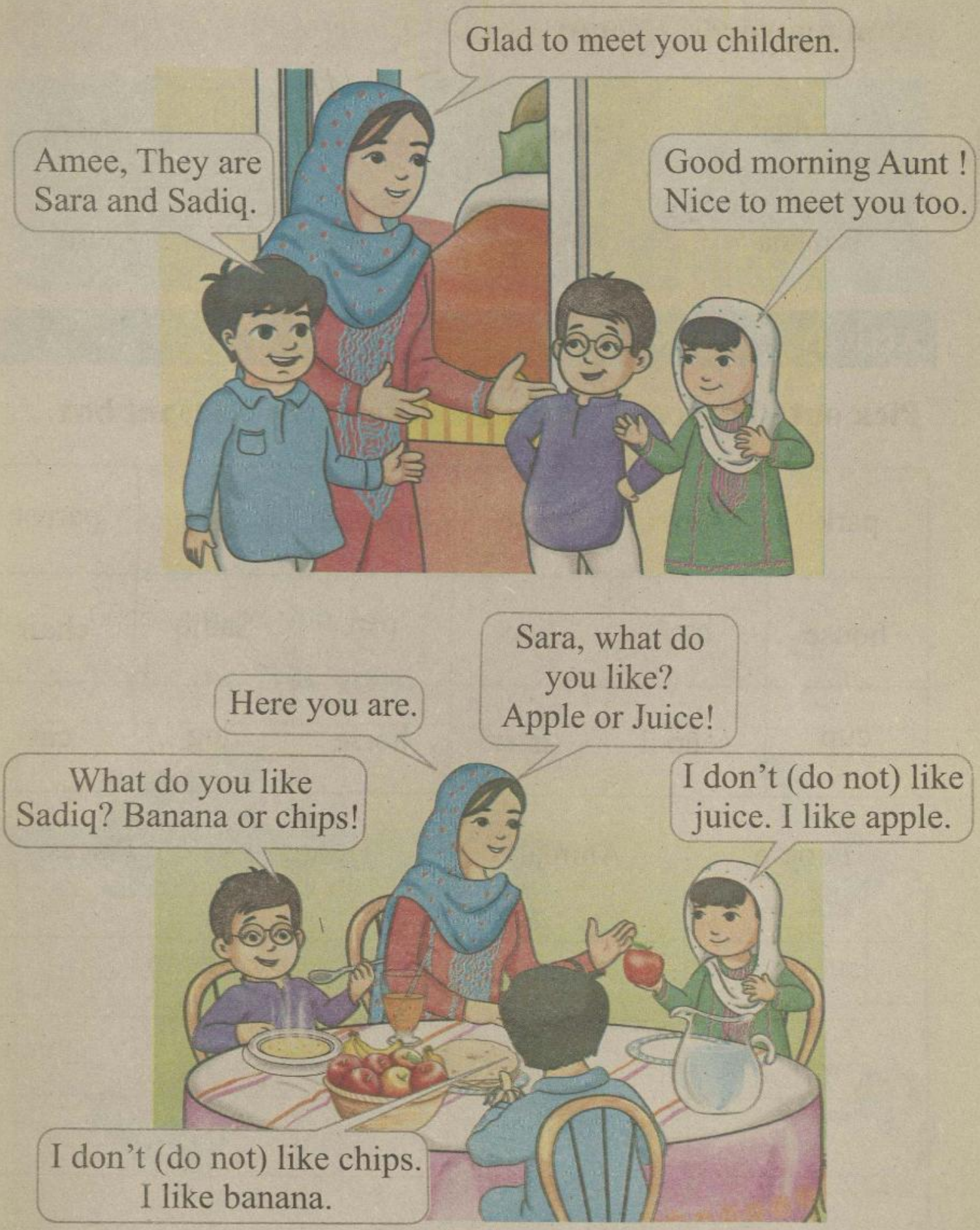
Pre-Reading

Guideline for Teacher: Begin your class with greetings everyday. Sometimes you may greet by saying Good morning / Asalam-o-Alaikum class so that the children should learn the "greetings".

Guideline for Teacher: Some times you may greet by saying Good morning / Asalam-o-Alaikum class. So that the children should learn the "greetings".

Reading

Guideline for Teacher: Practise the conversation by substituting dialogues.


Glad to meet you children.
Amee, They are Sara and Sadiq.
Good morning Aunt ! Nice to meet you too.
Sara, what do you like? Apple or Juice!
Here you are.
What do you like Sadiq? Banana or chips!
I don't (do not) like juice. I like apple.
I don't (do not) like chips. I like banana.

Guideline for Teacher: Practise the conversation by substituting dialogues.

Naming words. (Noun)

Mother	Juice	Apple	Sadiq
Banana	Chips	Aunt	Sara

Activity

Pick out the words, copy and write in the relevant box.

park	cow	table	hospital	Sara	parrot
house	boy	lion	pen	Sadiq	chair
cup	school	sister	horse	dog	cat

People	Animals	Things	Places
_____ _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. Copy the dialogues in the proper bubbles.

They are Saad and Fatima.

Nice to meet you.

Glad to meet you.

2. Write the first letter.

___omputer	___arrot	___uck
___ook	___mbrella	___orse

Singular / Plural

Singular			Plural	
Tomato		Tomato+es	Tomatoes	
Horse		Horse+s	Horses	
Book		Book+s	Books	

Activity

Write down the plural of the following words.

Singular	Plural	Singular	Plural
Cat	.....	Potato	.....
Balloon	.....	Mango	.....
Shoe	.....	Tomato	.....

Initial sound of " ch " , " sh " .

Chair		Sheep	
Chips		Ship	

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Activity

Write down "ch", "sh".

_____eque	_____ain
_____oes	_____irt

Comma ' is used in a series of items.

Examples:

There are books, pencils, bags and chairs.

There are classrooms, playground and canteen.

Put comma ' where required in the sentences.

There are mangoes, bananas, plums, peaches and grapes in the basket. There are tables, chairs, desks, books and blackboard in the classrooms. She is buying tomatoes, onions, cabbage carrots, spinach and potatoes.

UNIT 2

SPECIAL FRIEND

At the end of this unit, students will be able to learn:

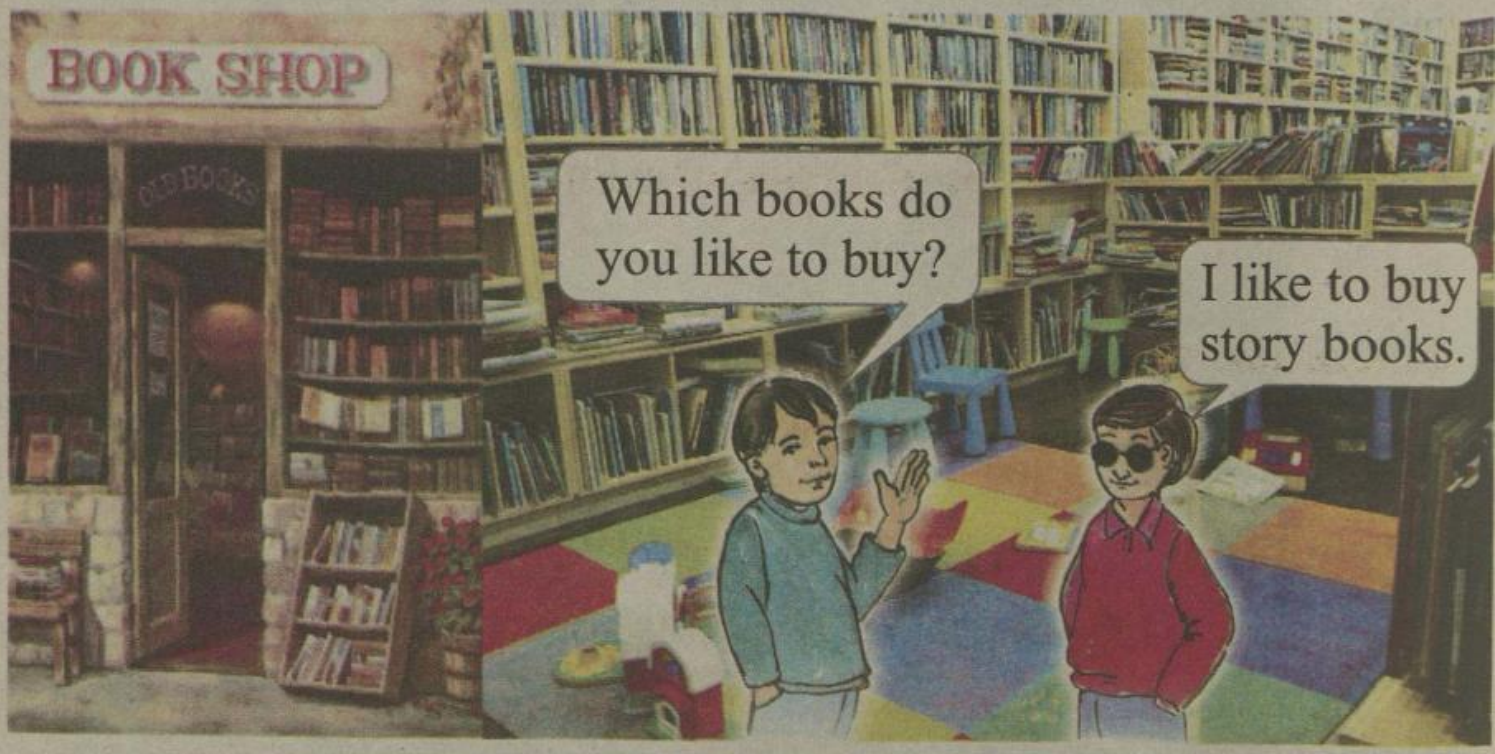
- Numbers in tens (10's)
- Shapes
- Oral communication
- Recognition of currency notes

Ahmed and Jameel are friends. Jameel is blind.

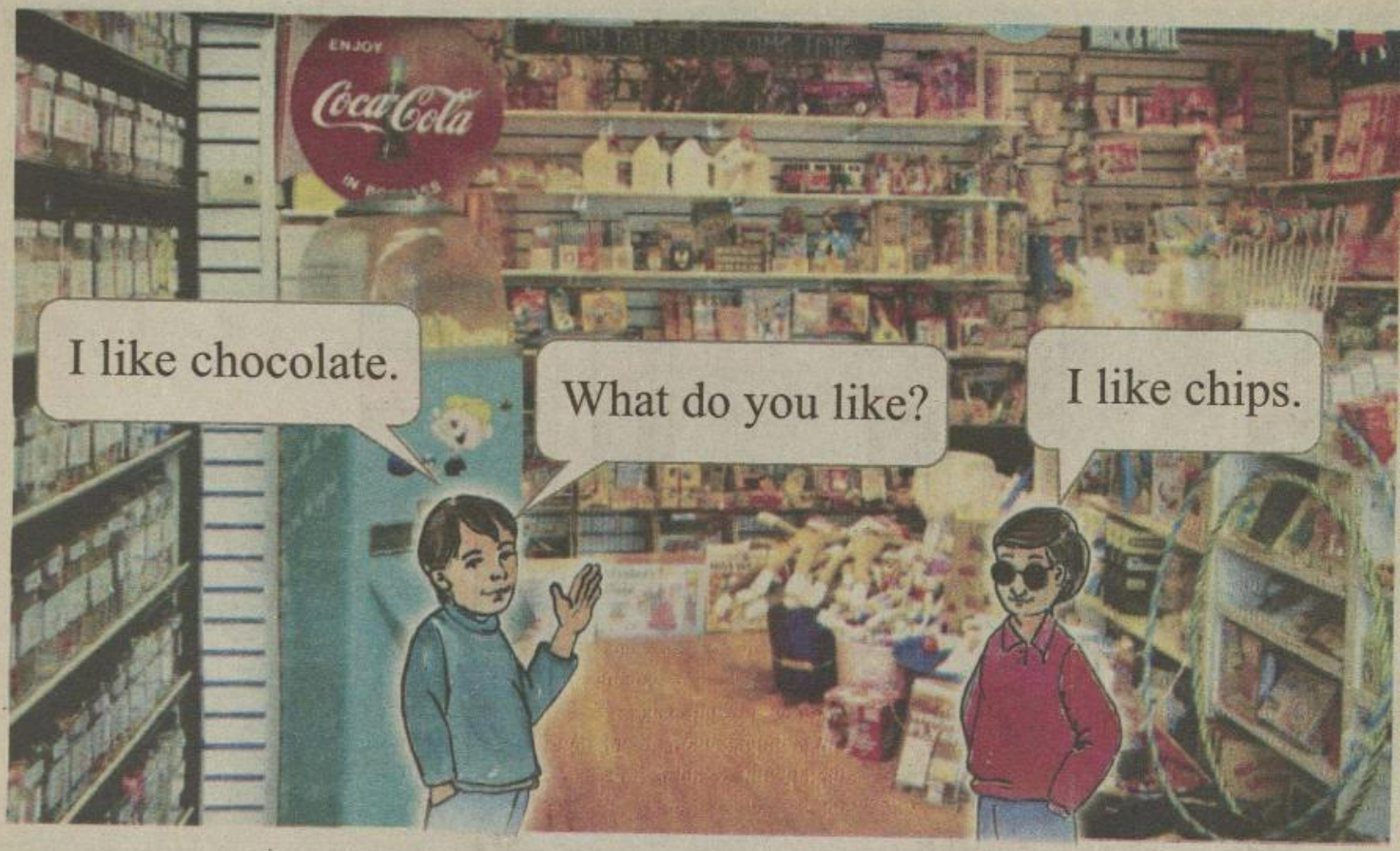
They go to the market.

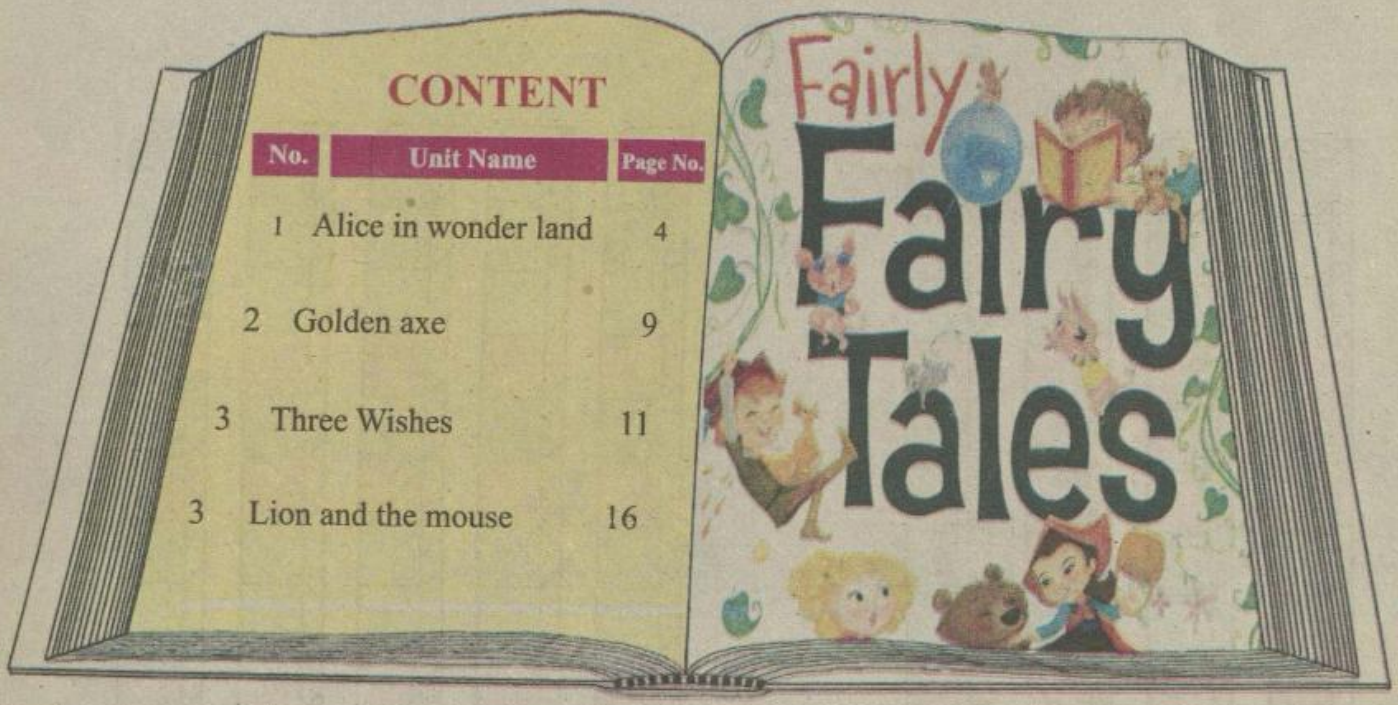
They are in a book shop.

Ahmed helps him selecting story books.



They go to another shop to buy something to eat.

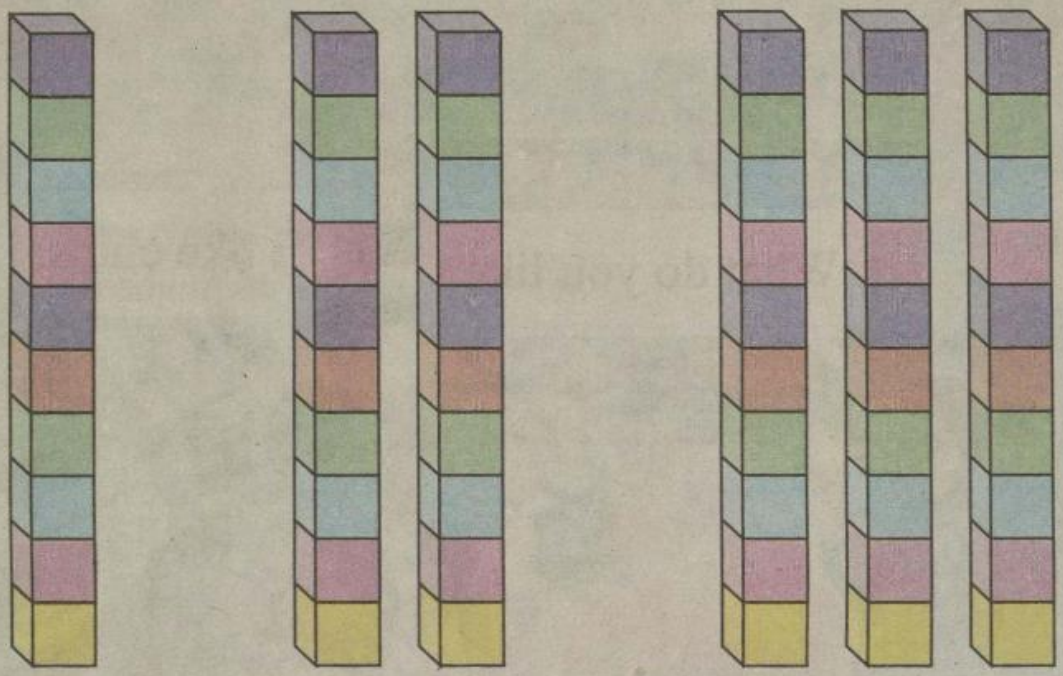




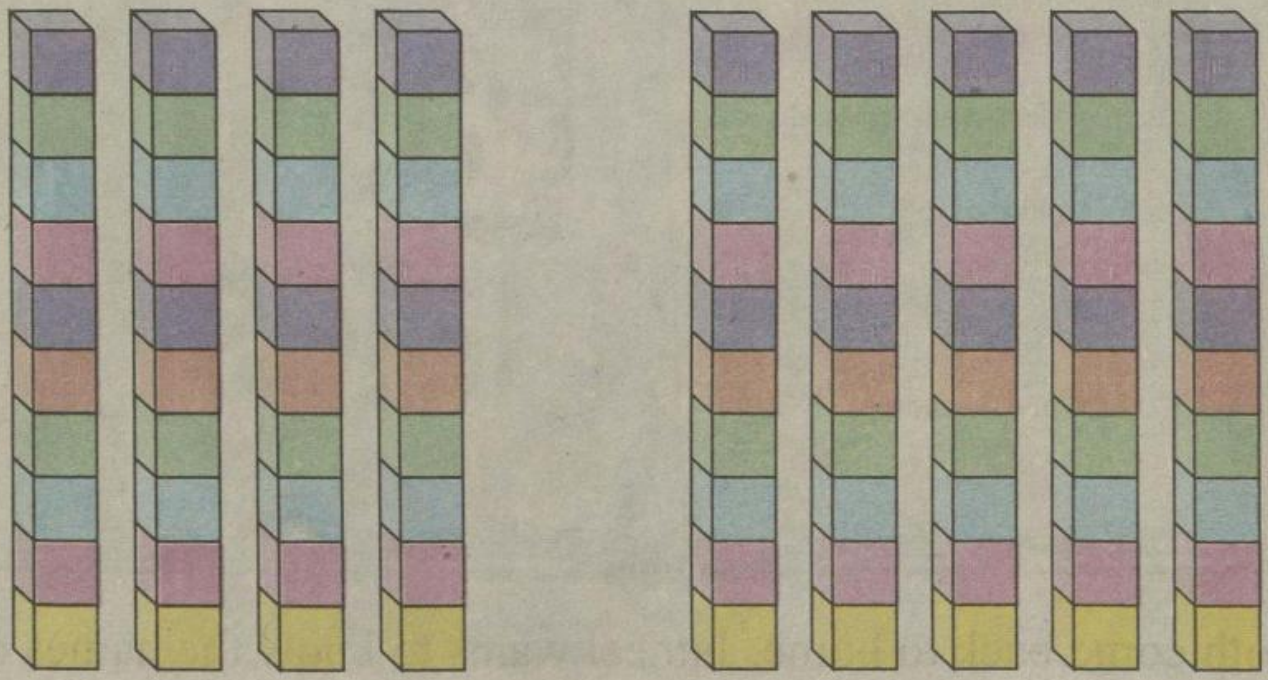
They both come back to home. Jameel wants to know the names of the stories. Ahmed reads the name of the stories given in the content page of the book.

Guideline for Teacher: The teacher should explain what does "special person" mean.

Numbers in Ten's (10's).



10 20 30



40 50

Guideline for Teacher: The teacher should tell the students the concept of numbers in ten's (10's).

Activity

Match the figure with the currency note:

10

20

30

40

50

Numbers from 1 - 50 in words.

1 One	2 Two	3 Three	4 Four	5 Five
6 Six	7 Seven	8 Eight	9 Nine	10 Ten
11 Eleven	12 Twelve	13 Thirteen	14 Fourteen	15 Fifteen
16 Sixteen	17 Seventeen	18 Eighteen	19 Nineteen	20 Twenty
21 Twenty One	22 Twenty Two	23 Twenty Three	24 Twenty Four	25 Twenty Five
26 Twenty Six	27 Twenty Seven	28 Twenty Eight	29 Twenty Nine	30 Thirty
31 Thirty One	32 Thirty Two	33 Thirty Three	34 Thirty Four	35 Thirty Five
36 Thirty Six	37 Thirty Seven	38 Thirty Eight	39 Thirty Nine	40 Forty
41 Forty One	42 Forty Two	43 Forty Three	44 Forty Four	45 Forty Five
46 Forty Six	47 Forty Seven	48 Forty Eight	49 Forty Nine	50 Fifty

Count the things and write them in words in blank spaces.

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

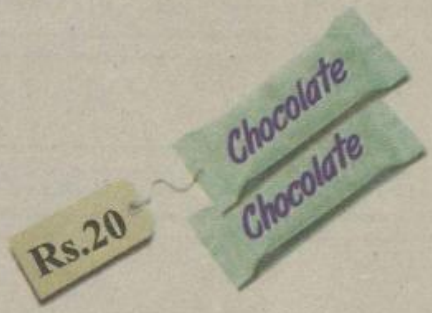
7. .....

8. .....

9. .....

10. .....

Match the price with currency note.



Oral Communication

Answer the riddles.

a I am rectangular.
I work with electricity.
People watch programmes on me.
What am I?

b I am round.
I have many colours.
Children play with me.
What am I?

c I am triangular.
Children wear on thier heads on birthdays.
I have many colours.
What am I?

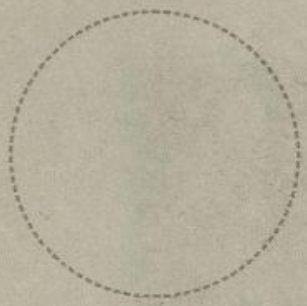
d I am square.
People keep things in me.
I am at every home.
What am I?

e I am an oval.
I have white and yellow color.
You eat me.
What am I?

Answer:
TELEVISION
BALL
CAP
BOX
EGG

Guideline for Teacher: Help students to think of similar riddles in groups.

Vocabulary

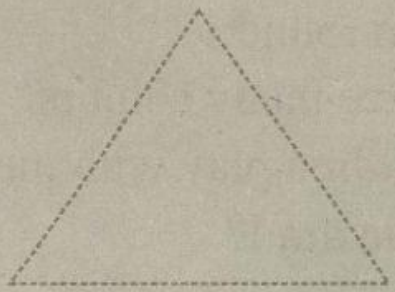


Circle

Square

Oval

Rectangle



Triangle

Write down the shape in the box.

Guideline for Teacher: Encourage students to think about various shapes and make them draw.

UNIT 3

MY GARDEN (POEM)

At the end of this unit, students will be able to learn:

- Rhyming words
- Shound of /s/, /z/, /iz/ in plural
- Prepositions

My garden has flowers of many a colour,

white, yellow, pink and amber

rose, tulip, popy, and sunflower.

Butterflies and bees come here.

A beautiful garden to prepare

needs love, water and care.

In autumn, flowers get wither .

In winter, they all disappear.

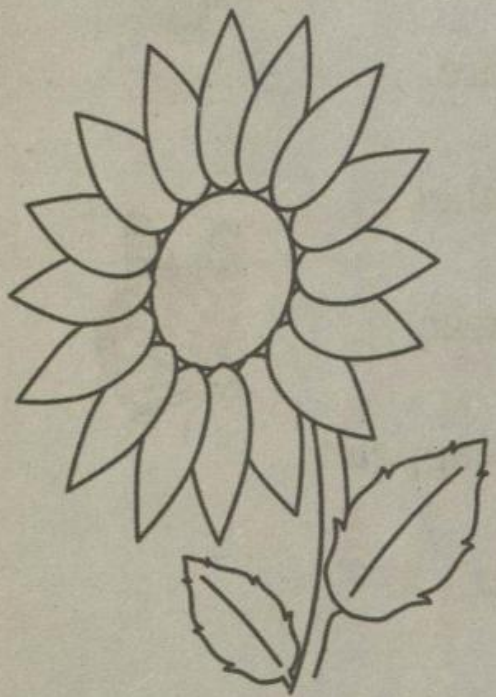
In spring, colourful flowers reappear,

and blossom in summer.

Abdul Ghafoor

Activity

Colour and write the names of the flowers.



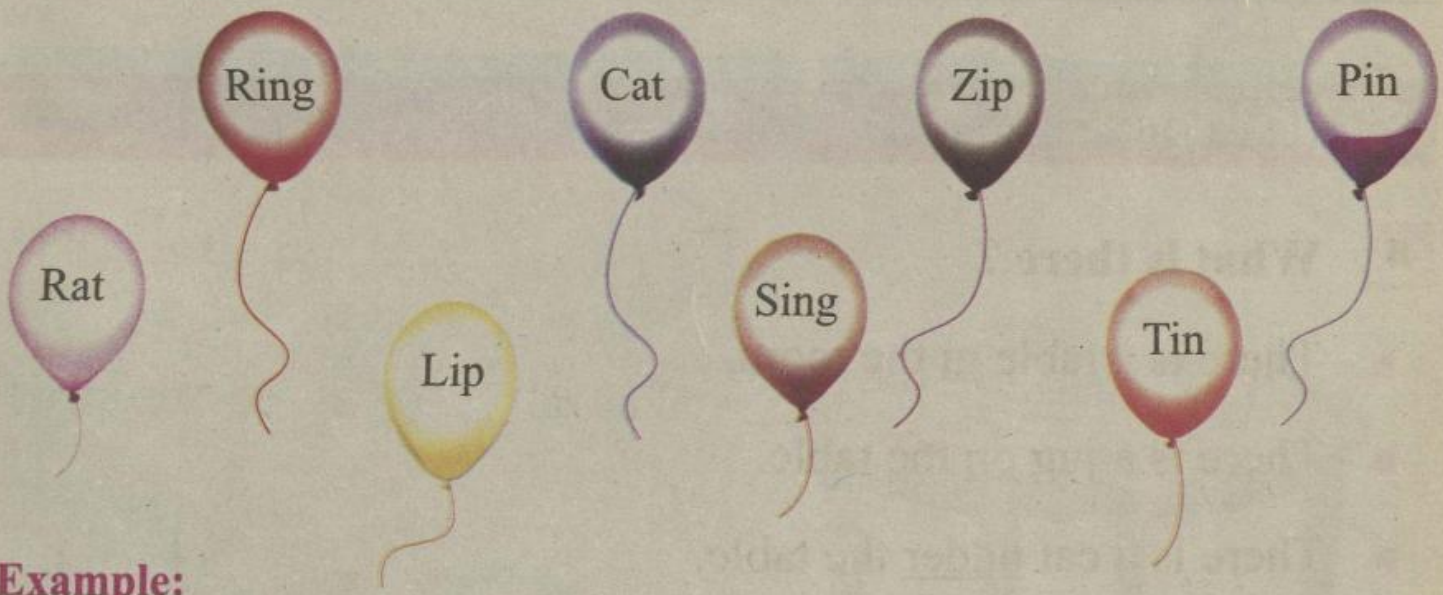
Pick out rhyming words from the poem and write in the boxes.

Example:

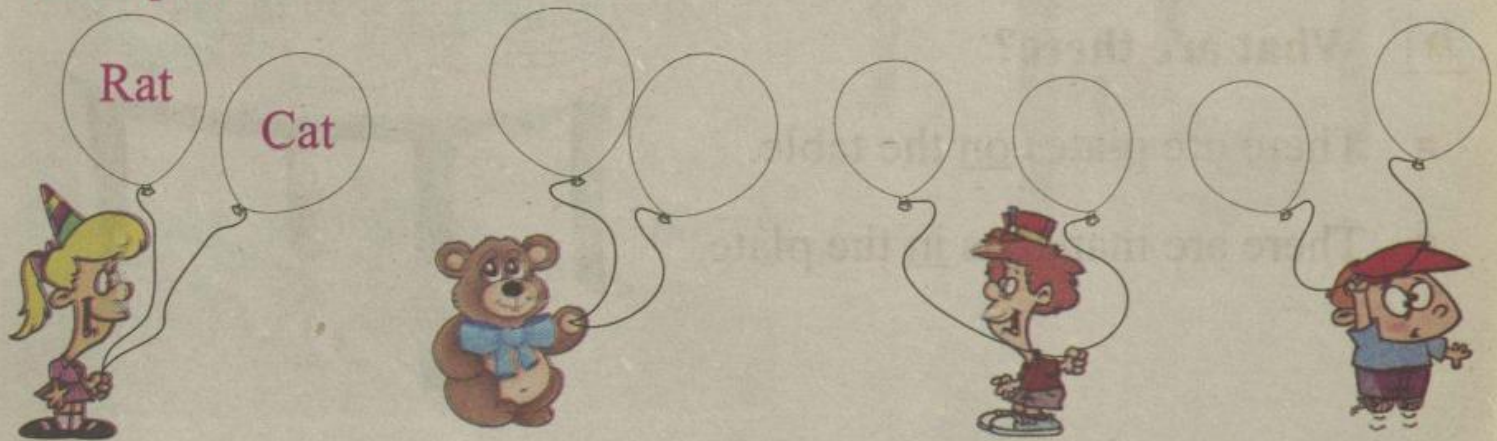
here	care

Activity

Pick out words that rhyme together and write in the blank balloons.



Example:



Sound of /S/ /Z/ /IZ/ in plural.

Repeat these words

/S/		/Z/		/IZ/	
Cat	Cats	Table	Tables	Box	Boxes
Book	Books	Dog	Dogs	Brush	Brushes
Cup	Cups	Bowl	Bowls	Glass	Glasses

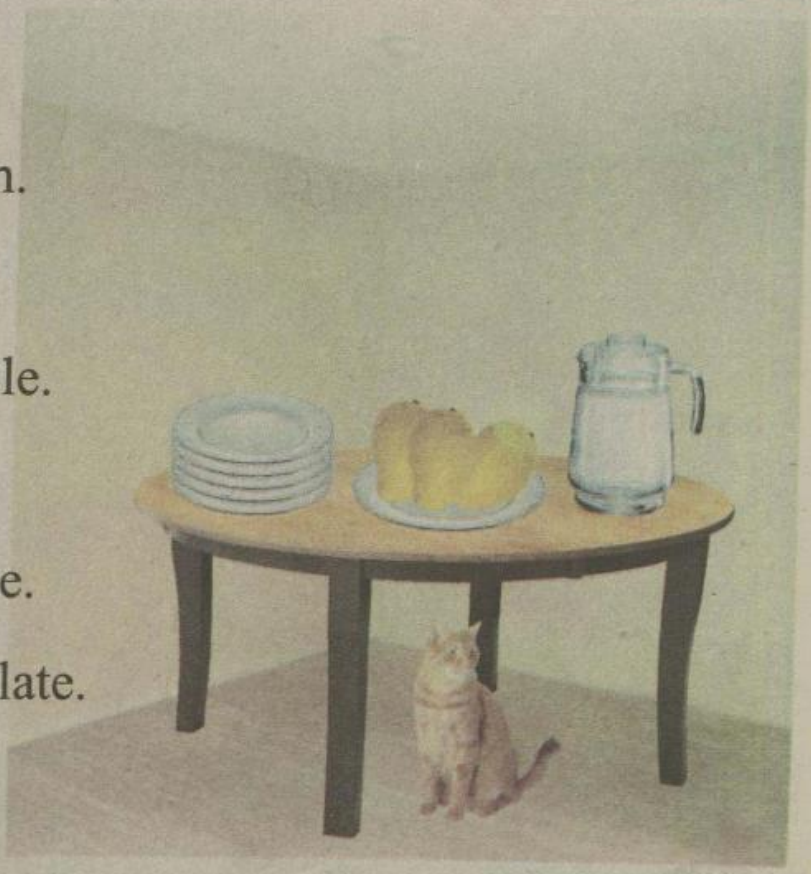
Preposition

a **What is there ?**

- There is a table in the room.
- There is a jug on the table.
- There is a cat under the table.

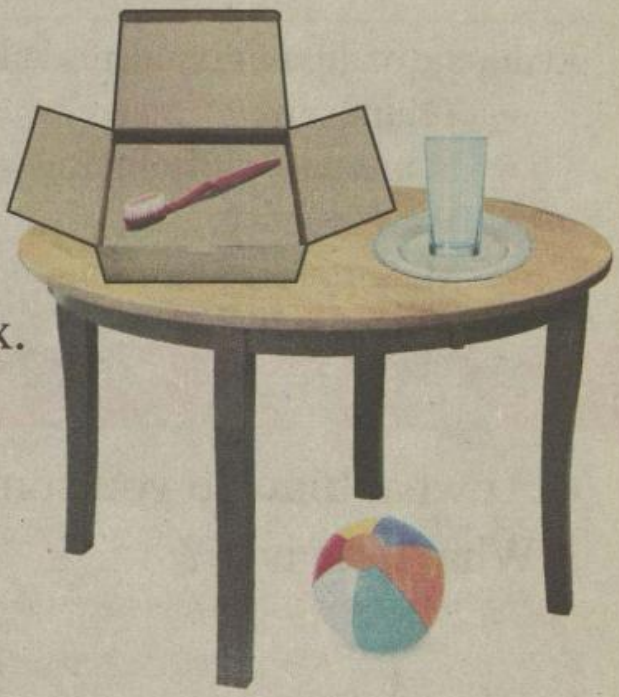
b **What are there?**

- There are plates on the table.
- There are mangoes in the plate.



Activity

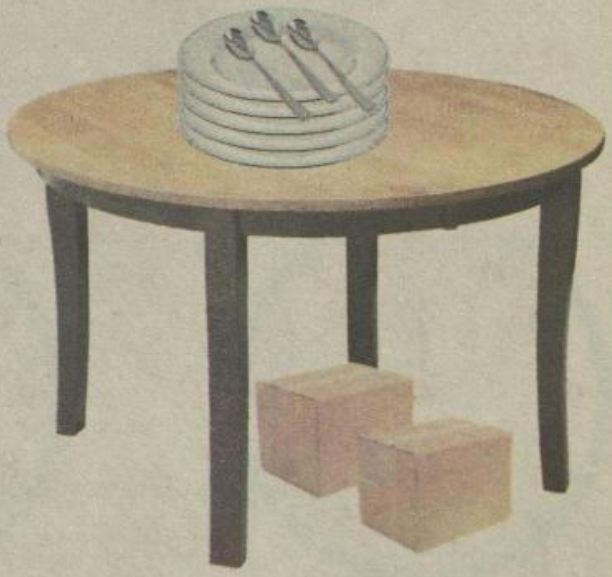
1. What is there ?



1. There is a box _____ the table.
2. There is a tooth brush _____ the box.
3. There is a glass _____ the plate.
4. There is a ball _____ the table.

Activity

2. What is there ?



1. There are boxes _____ the table.
2. There are plates _____ the table.
3. There are spoons _____ the plates.

UNIT 4

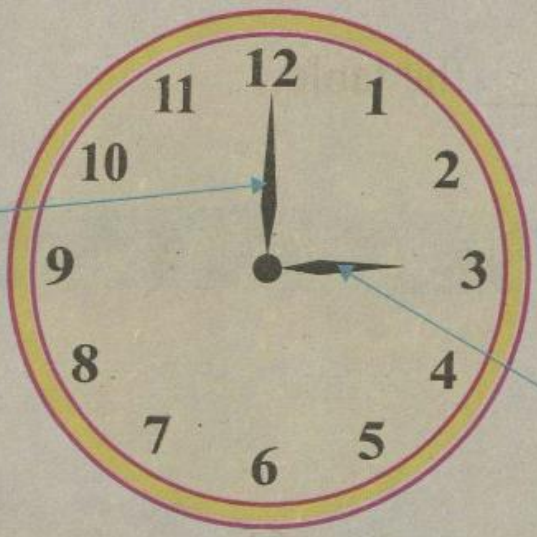
TELLING TIME

At the end of this unit, students will be able to learn:

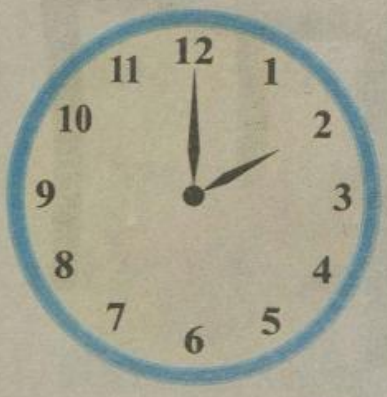
- Telling time
- Is, are, am (with pointing words)
- Vowels
- Masculine and Feminine

Pre-Reading

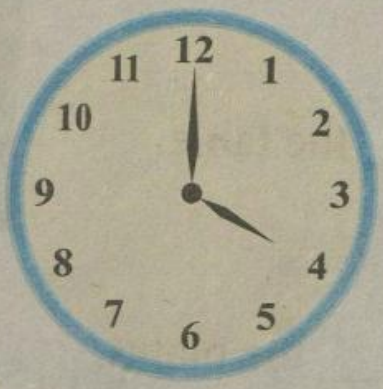
- At what time do you come to school ?
- What time is it ?



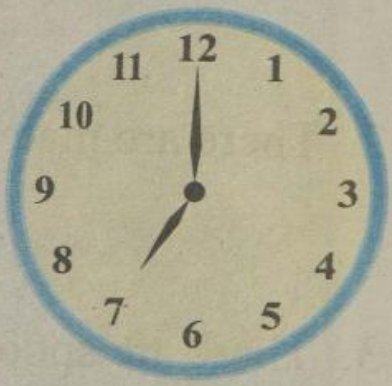
It is 3 o' clock.



It is _____



It is _____



It is _____

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Reading

1

It is 6 o' clock.
Saad is waking up.

2

It is 7 o' clock.
Getting ready
for school.

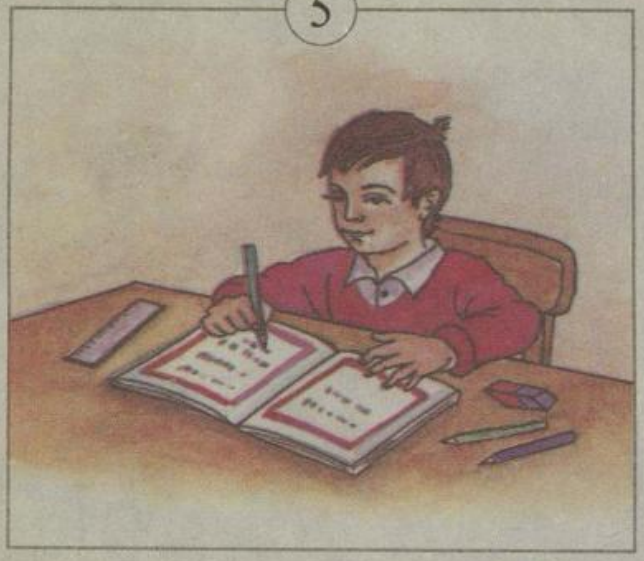
3

It is 8 o' clock.
Going to school.

4

It is 2 o' clock.
Taking lunch.

5



It is 3 o' clock.
Doing homework.

6

It is 5 o' clock.
Playing.

7

It is 9 o' clock.
Taking dinner.

8

It is 10 o' clock.
He is sleeping.

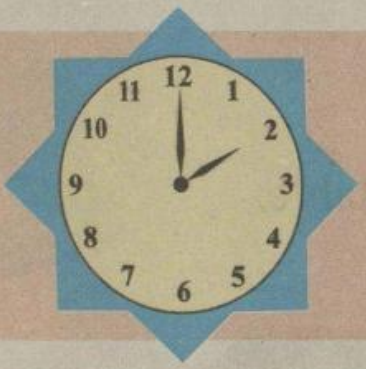
Tell and then write the time in words.

What time is it ?

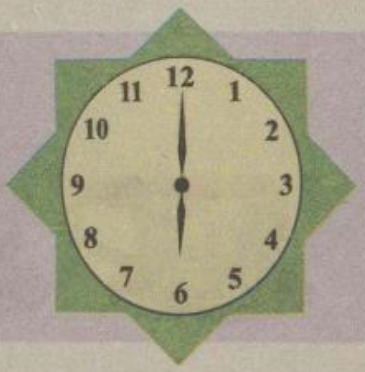
Example:

1. It is 3 o' clock.

2. It is _____



3. It is _____



4. It is _____

5. It is _____

is, are, am (with pointing words)

This is a chair.

That is a table.

These are cups.

I am a girl.

Activity

Fill in the blanks with the help of "this, that, those, these".

1- _____ is a bus.

2- _____ is a cake.

3- _____ are books.

4- _____ are lemons.

5- _____ is a jug.

Activity

Look and say.

1- This is a

2- That is a

3- These are

4- Those are

5- This is a

End/Final sound of "sh" and "ch".

Bun **ch** Pea **ch** Fi **sh** Bru **sh**

Write "ch" or "sh".

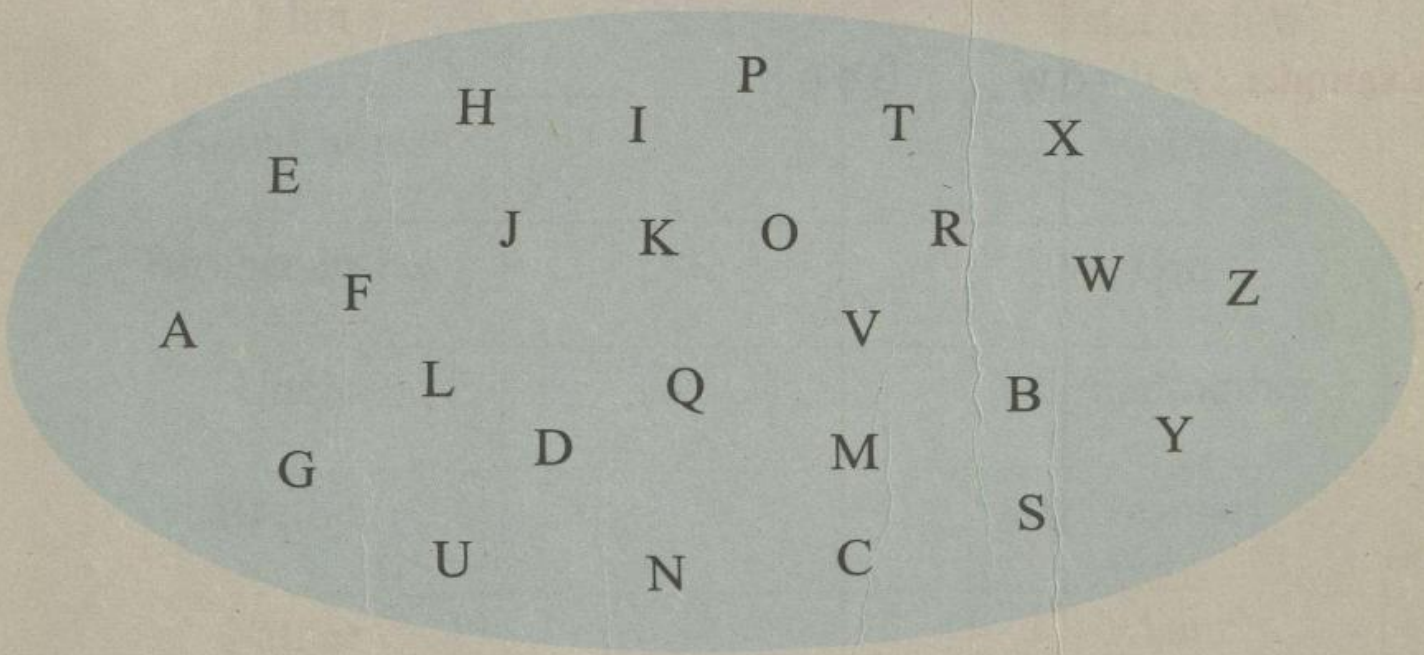
Bun ____ Mat ____ Cat ____

Dis ____ Fi ____ Ru ____

Sight - words. (Vocabulary)

Cat	Cup	Pot	Rose	Dog	Kite
Egg	Sun	Nose	Pen	Hen	Fan

Pick out vowels and write them given spaces.



---- ---- ---- ---- ----

Write "a" or "an".

___ fish, ___ orange, ___ egg,

___ hen, ___ flower, ___ ink-pot

Arrange the following words in alphabetical order by first letter.

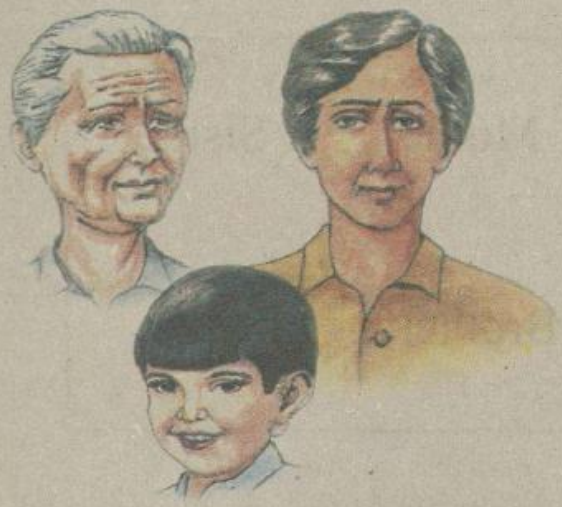
Book, Jug, Dog, Bench, Wool,

Mango, Arrow, Cat, Goat, Fly,

Example: Arrow, Book

Grammar

Masculine and Feminine.



Match the masculine with the correct feminine.

Masculine	Feminine
Boy	Girl
Man	Woman
Grandfather	Grandmother
Brother-in-law	Sister
Uncle	Aunt
Brother	Sister-in-law
Father	Mother

Read the words and write them in correct boxes.

Aunt,	Man,	Uncle,	Mother,	Sister,
Boy,	Woman,	Girl,	Brother,	Father,

Feminine

Masculine

Guideline for Teachers: Explain Gender and practice with the examples.

Use of " his, her, its "

She is Samia.

She is a student.

This is her school bag.

Its colour is red.

He is Haris.

He is a cricketer.

This is his shirt.

Its colour is green.

Activity

Fill in the blanks with " his, her, its ".

1- He is Aslam.

This is _____ house.

_____ colour is brown.

2- She is Samia.

This is _____ hand bag.

_____ colour is blue.

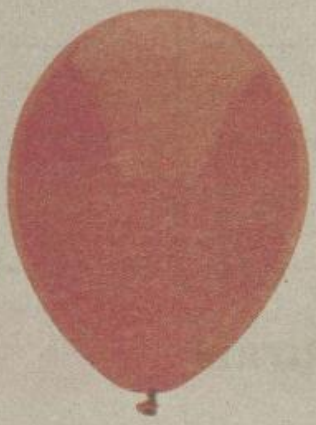
3- That is a book.

_____ colour is red.

4- This is a ball.

_____ colour is green.

5- This is a balloon.



_____ colour is orange.

6- This is a cat.

_____ colour is brown.

❖ REVIEW ACTIVITIES UNIT 1 - 4

Activities

Naming words

Pick out the words and write in the relevant box.

Mouse	Pen	Cat	Chair	Ground
Ajmal	Lion	School	Cup	Dog
Market	Mosque	Jug	Parrot	Book

People	Animals	Things	Places
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Make Plurals

Singular	Plural
Dog	
Tomato	
Chair	
Mango	

❖ REVIEW ACTIVITIES UNIT 1 - 4

Match with the pictures

50

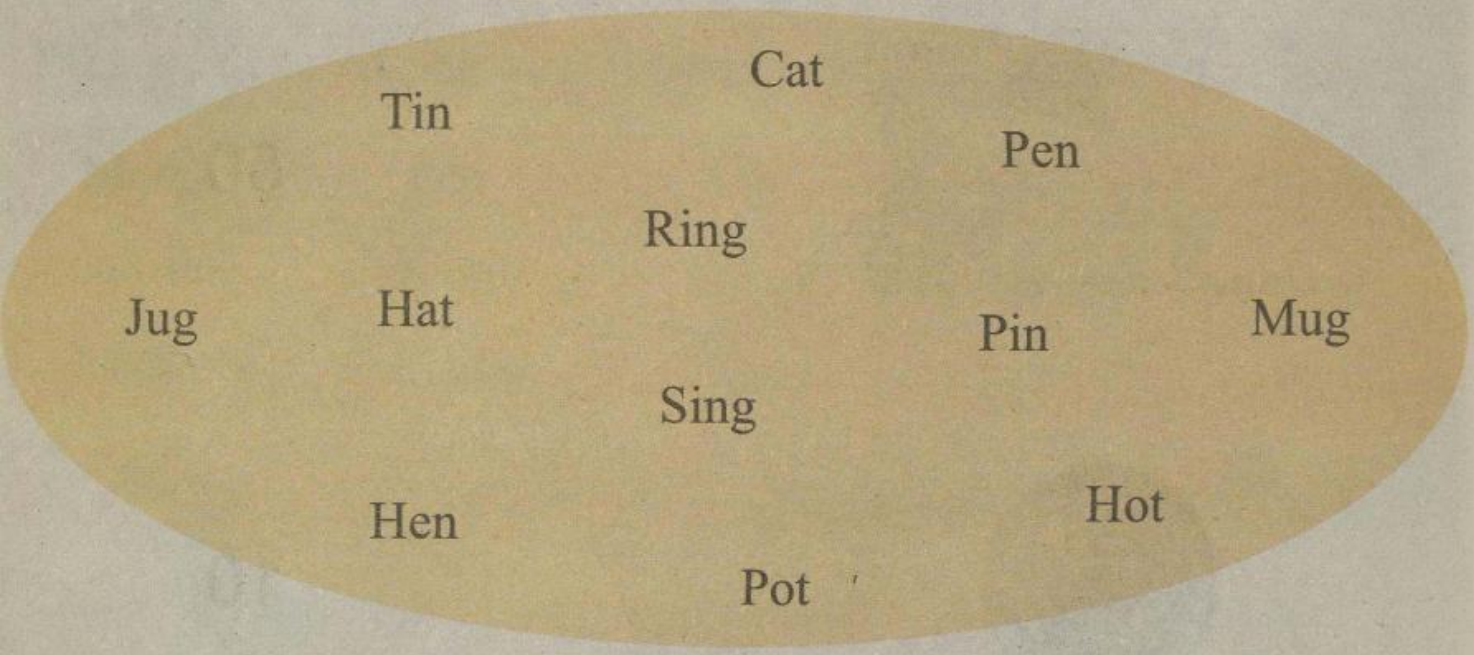
10

20

5

❖ REVIEW ACTIVITIES UNIT 1 - 4

Pick out rhyming words and write in relevant boxes.



❖ REVIEW ACTIVITIES UNIT 1 - 4

Identify the shapes and write their names.

....

What is there ?

1- There is a pot _____ the table.

2- There is a dog _____ the chair.

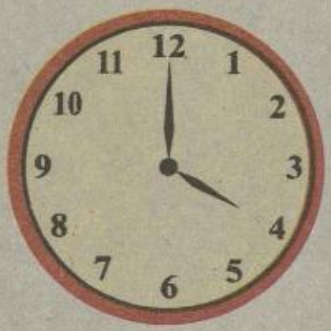
3- There is a parrot _____ the cage.

4- There is a jug _____ the table.

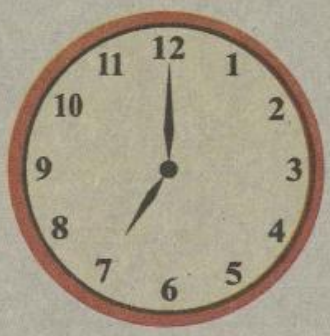
❖ REVIEW ACTIVITIES UNIT 1 - 4

Tell the time

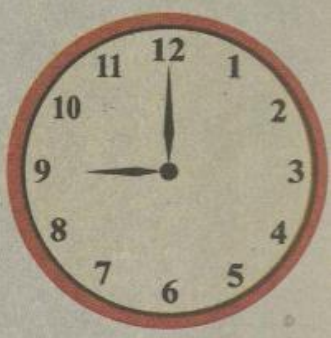
It is _____



It is _____



It is _____



It is _____

Look and say.

1- This is a

2- That is a

3- These are

4- Those are

❖ REVIEW ACTIVITIES UNIT 1 - 4

Write "Ch" or "Sh"

Bun _____	Cat _____	Pu_____	Fi_____	Di_____

Match Masculine with Feminine.

Masculine	Feminine
Uncle	Girl
Father	Sister
Brother	Aunt
Boy	Mother

UNIT 5

DAYS AND MONTHS (POEM)

At the end of this unit, students will be able to learn:

- Calendar
- Use of "has" and "have"
- Use of "what" "my" and " your"
- Sound of 'ot'

Rhyme

Thirty days has September,

April, June and November,

All the rest have thirty one,

Except February alone,

And that has twenty eight days clear,

And twenty nine in each leap year.

Albert Midlane

Guideline for Teacher: Teacher should clarify the concept of months, weeks and days properly.

CALENDAR

Weeks Days Months

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Write the name of the months which have thirty days.

1._____ 2._____

3._____ 4._____

Write the names of the months which have thirty-one days.

1._____ 2._____

3._____ 4._____

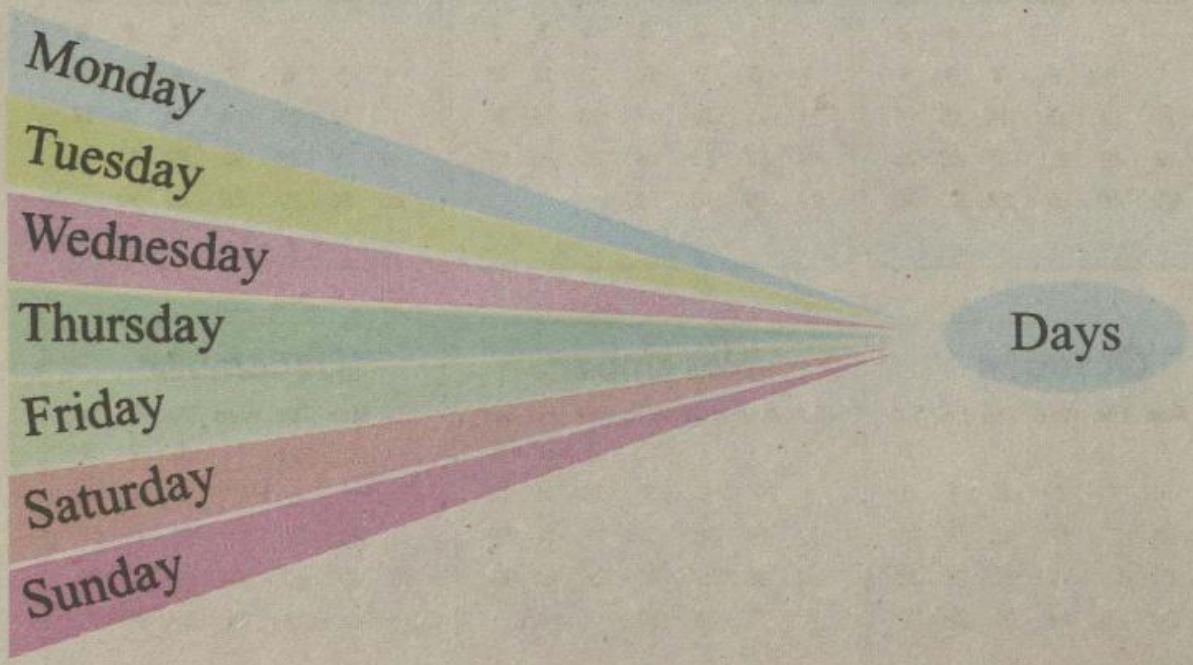
5._____ 6._____

7._____

Write the name of the month which has twenty-eight or twenty-nine days.

1._____

Name of the Days of the week.



Guideline for Teacher: Make the students learn the rhymes by heart and sing in the class.

"Has" and "Have"

Sadaf has a doll.

Ajmal has a book.

She has a cat.

They have a football.

He has a ball.

I have a bat.

We have a big house.

Activity

Fill in the blanks with 'has' or 'have'.

1- She _____ a balloon.

2- We _____ a car.

3- He _____ a cycle.

4- They _____ a T.V.

5- I _____ a mobile phone.

6- You _____ black hair.

Activity

Write the name of pictures in the given blanks.

1- Maha has a

2- Abdullah has a

3- They have

4- We have a

5- She has a

Arrange in alphabetical order according to the second letter.

ten	toy	table	teeth	tyre
thin	tub	twice	tray	tin
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

Write last letter under each picture.

Ca___

Ra___

Po___

Zi___

Be___

Guideline for Teacher: Teacher should tell the students what alphabetical order is.

Use of "what" , "my" and "your" .

What is this?

This is my chair.

What is that?

That is your cap.

Activity

Fill in the blanks with "my" and "your".

Example:

What is this?

This is my cat.

That is your dog.

What is this?

.....

.....

What is this?

.....

.....

What is this?

.....

.....

What is this?

.....

.....

Final sound of " ot "

Activity

Make words with "ot" sound, say loudly and write them in the flowerpot.

Example:

P + ot ⟶ Pot

Writing

What do you have ?

I have

What does your sister have ?

My sister has

---

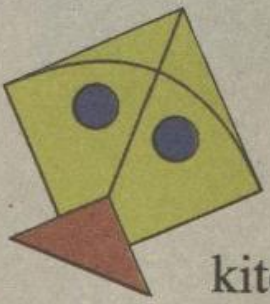
fish

dog

yoyo

dolls

bag



kite

ball

bicycle

tricycle

mug

UNIT 6

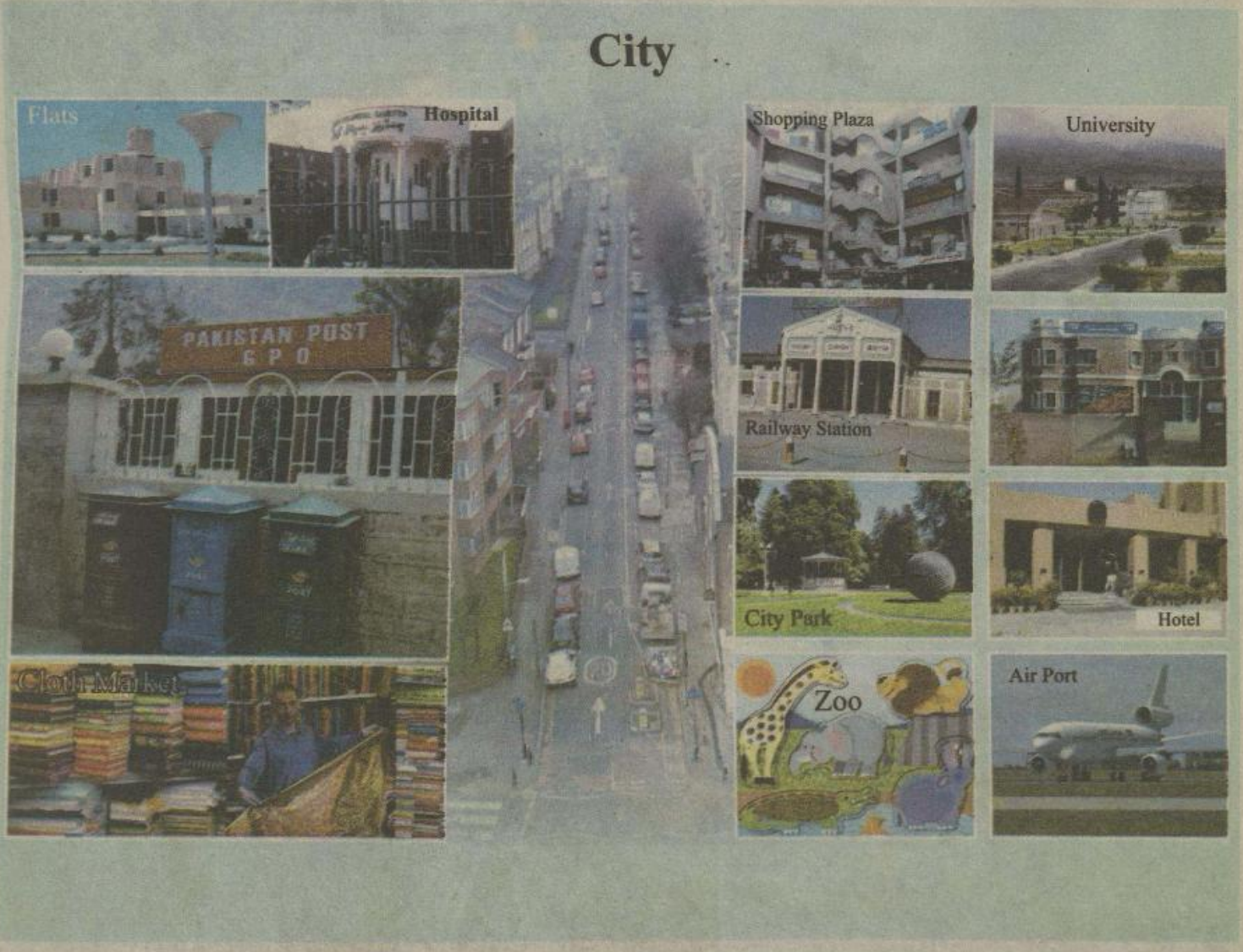
THE PLACE I LIVE IN

At the end of this unit, students will be able to learn:

- Re-arrange letters
- Action words (verbs)
- Preposition
- Capitalization

Pre-reading

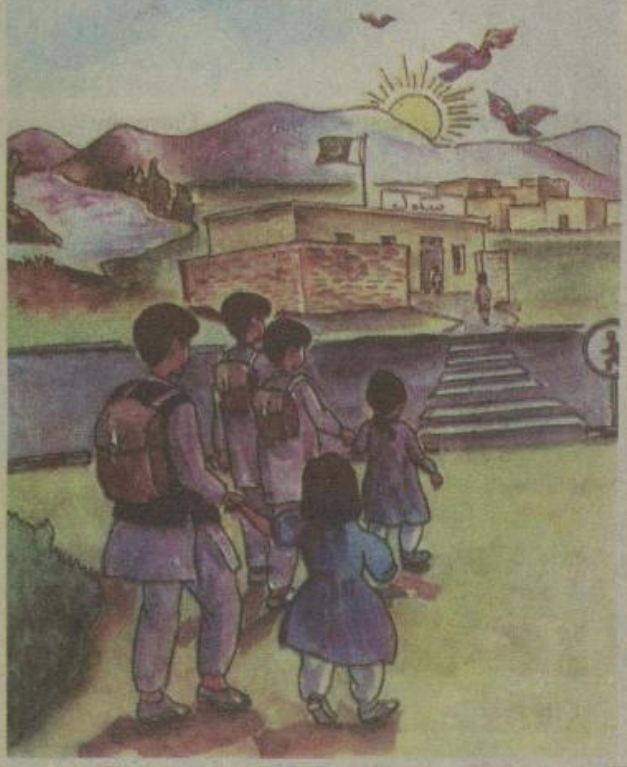
Where do you live ?



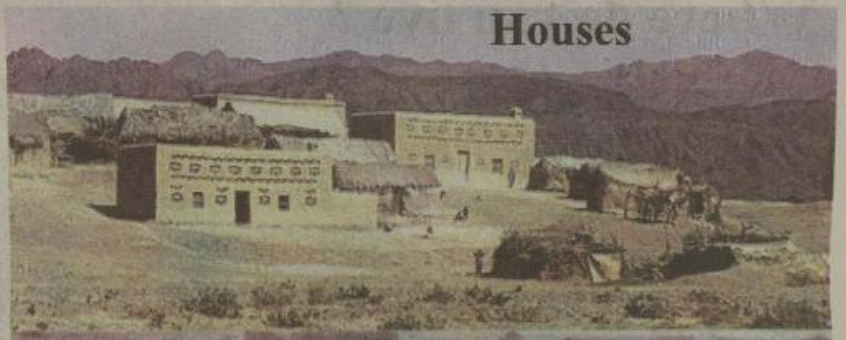
Guideline for Teacher: The teacher should explain the difference between city and village life.

Village

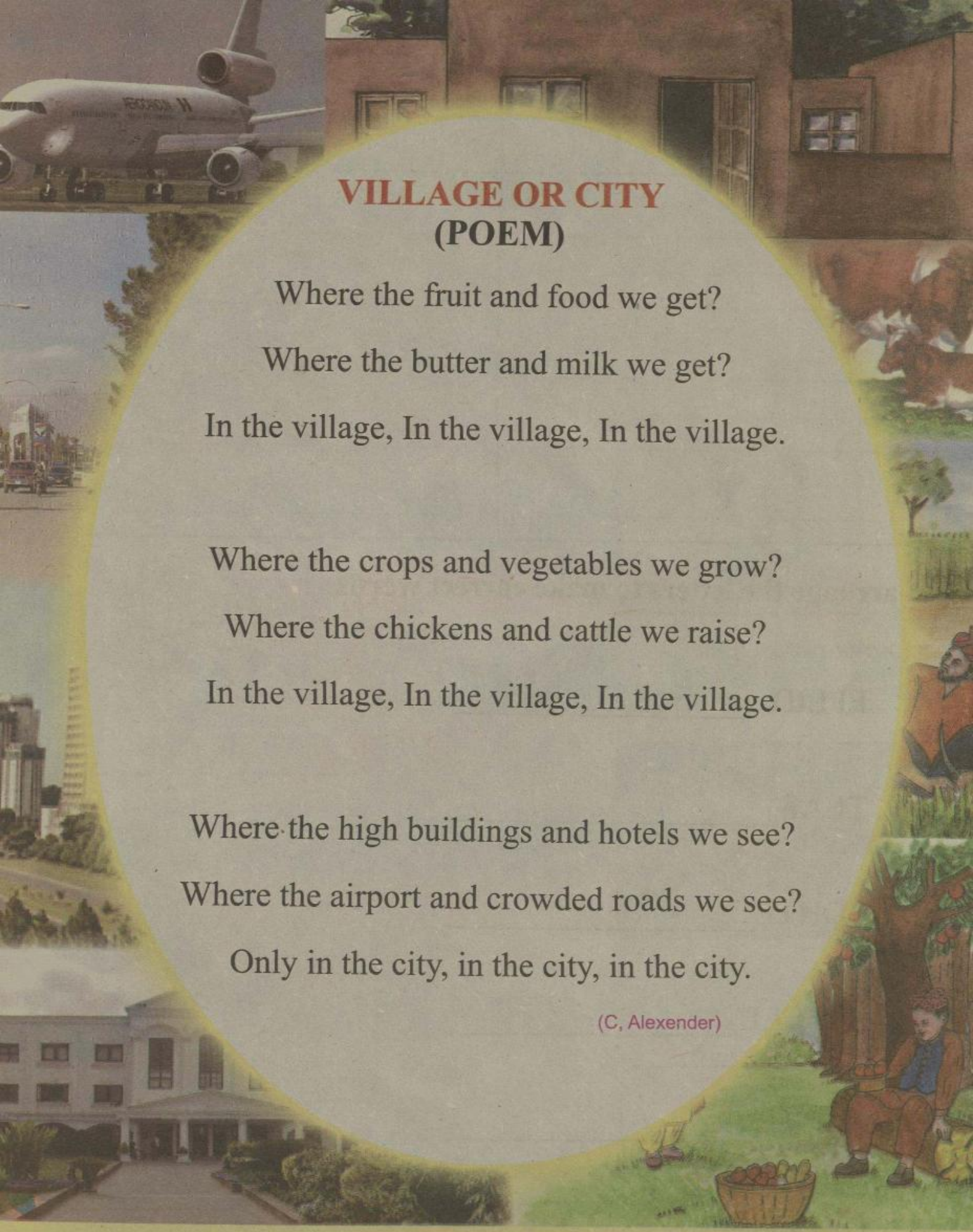
School



Houses



Shop



VILLAGE OR CITY
(POEM)

Where the fruit and food we get?

Where the butter and milk we get?

In the village, In the village, In the village.

Where the crops and vegetables we grow?

Where the chickens and cattle we raise?

In the village, In the village, In the village.

Where the high buildings and hotels we see?

Where the airport and crowded roads we see?

Only in the city, in the city, in the city.

(C, Alexender)

Write the name of the places in the columns.

City	Village
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Re-arrange the letters to make correct words.

Example:

EFLID FIELD

a) TLAF _____

b) LOHTE _____

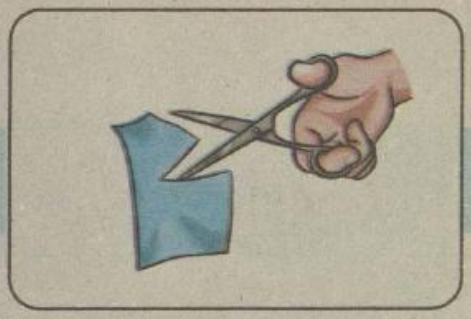
c) ATTCLE _____

d) ZALAP _____

e) GALLIVE _____

Action words (verbs)

Look and say:



Cutting

Walking

Eating

Climbing

Washing

Flying

Weeping

یہ کتاب مفت تقسیم کی جارہی ہے اور نا قابل فروخت ہے

Match the action words with pictures.

Reading

Hitting

Sleeping

Catching

Watching

Transportation

Aeroplane

Ship

Bus

Truck

Rikshaw

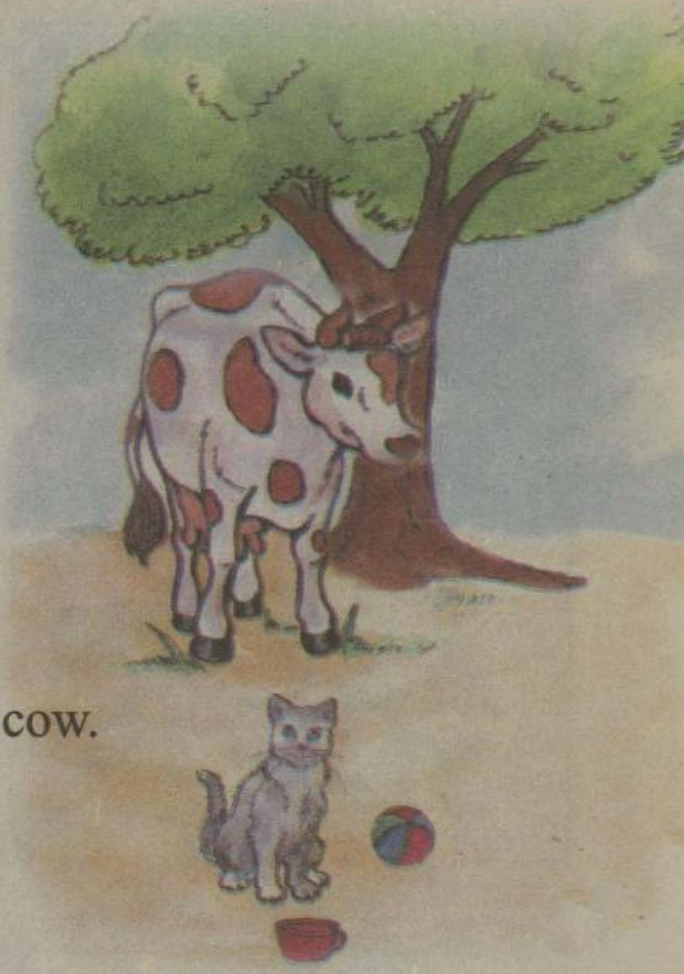
Car

Motorcycle

Train

Grammar

Preposition



1: The cow is behind the cat.

2. The cup is in front of the cat.

3. The ball is next to the cat.

4. The cat is between the cup and the cow.

5. The cow is near the tree.

Complete the passage with the help of given prepositions.

between, to, near, in front of, behind

A big tree is _____ the cow and the cow is _____ the cat. The cat is _____ the cow and a cup. The cup is _____ cat and ball is next _____ the cat.

Capitalization: One big Plaza is between the cloth market and a school.

Guideline for Teacher: Explain prepositions with the help of sufficient examples and practice with the objects in the class.

UNIT 7

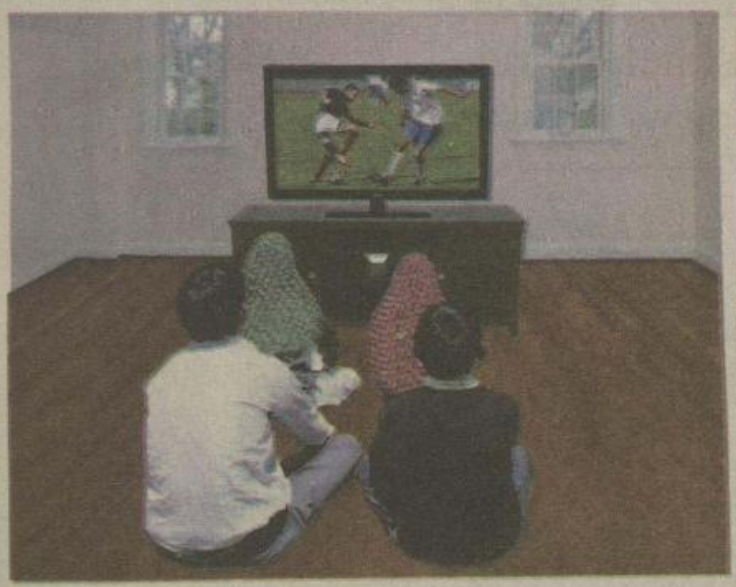
LEARNING FROM T.V.

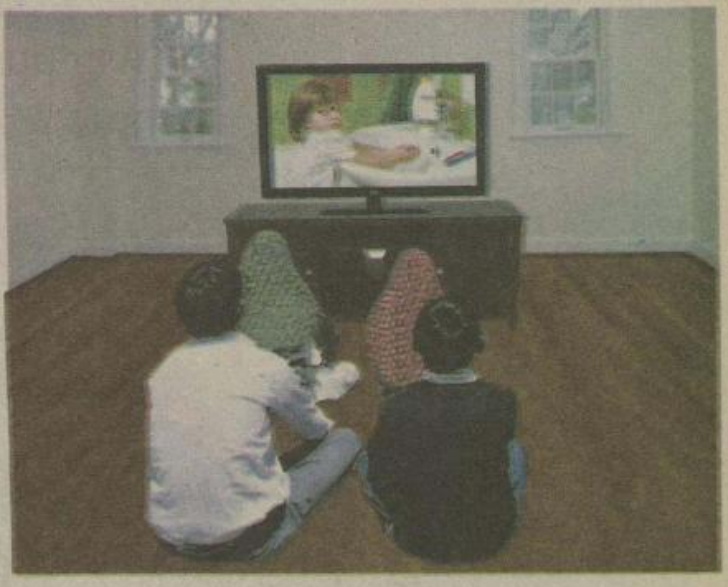
At the end of this unit, students will be able to learn:

- Media, a source of information
- Vocabulary
- Use of "why" "what" and "when"

Pre-Reading

Do you watch T.V. programmes ?

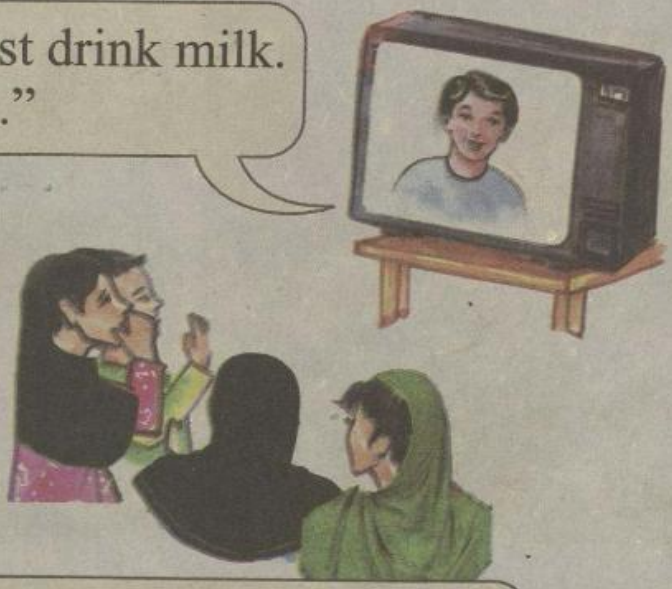




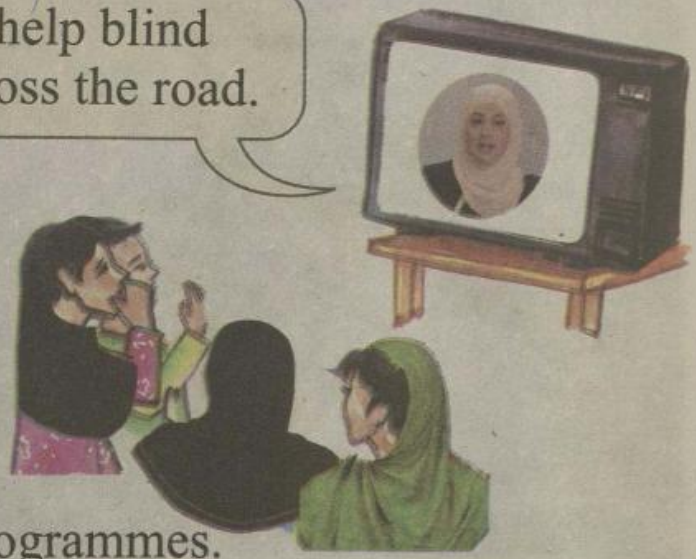
Reading

There are many germs on our hands. We must wash our hands with soap. It keeps us safe from germs.

Dr. says, "Children must drink milk. Milk is good for health."



We must help blind people to cross the road.



We learn many things from T.V. programmes.

Complete the sentences.

1. There are many _____ on our hands.

2. _____ is good for our health.

3. We must help _____ people.

Answer the following questions:

1. Which T.V programme do you like ?

.....

2. At what time do you watch T.V ?

.....

3. What things do we learn from T.V. programmes ?

.....

Activity

Discuss in groups what T.V. programmes you like or dislike.

Vocabulary

Germs	Jump
Sports	Blind
Newspaper	Big house

Grammar

A. (When , What time , Why)

Time	Saturday	Sunday
4:00	Learning Quran	Cartoon programme
5:00	Sports	Music
6:00	News	News
7:00	Drama	Quiz programme
8:00	Kids Club	Children Health

Example:

a) When is the sports programme shown on ?

It is shown on Saturday.

c) What time is sports programme shown at ?

It is shown at five o' clock.

Guideline for Teacher: Explain the "WH" questions (when, what time, why) with examples. Ask students to make questions and give answers.

Look at the Chart and complete the questions.

1. _____ is the learning Quran programme shown on?

   It is shown on Saturday.

2. _____ is the drama shown at?

   It is shown at seven o' clock.

3. _____ is kids club programme shown on?

   It is shown on Saturday.

4 _____ is the kids club programme shown at?

   It is shown at eight o' clock.

5. _____ is cartoon programme shown on?

   It is shown on Saturday and Sunday.

Use of "Why" .

- Why is he drinking juice?
  Because he likes it.

- Why is she eating?
  Because she is hungry.

- Why is he yawning?
  Because he is feeling sleepy.

Activity

Write question sentence using "why"?

1._____(drinking milk)

It makes him healthy.

2._____(washing hands)

It keeps her safe from germs.

3._____(watching T.V.)

It gives him information.

UNIT 8

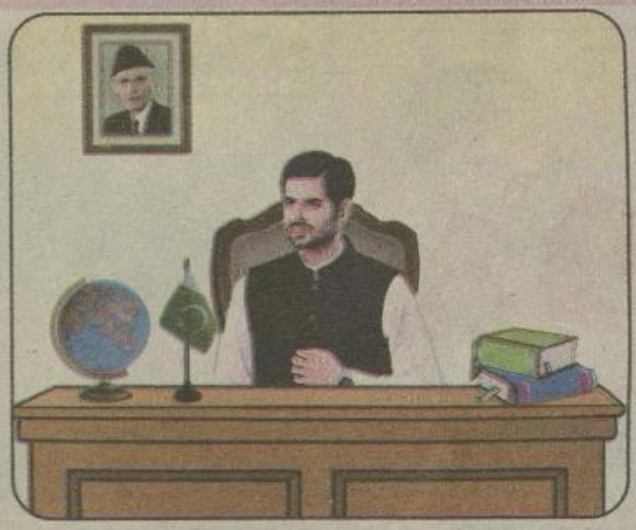
PEOPLE AT SCHOOL

At the end of this unit, students will be able to learn:

- Vocabulary
- Use of "my", "our", "his" and "her"
- Reading strategies
- Use of "his", "our" and "hers"

Pre-Reading

Do you meet these people at school ?



Head Master/Principal

Teacher

Sports Teacher

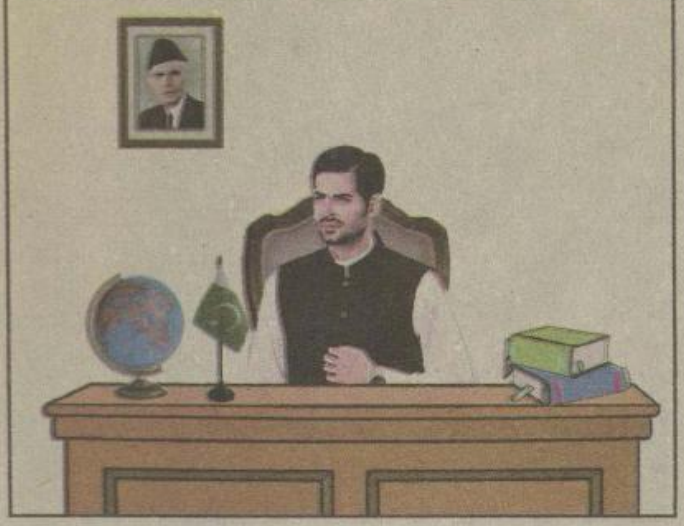
Sweeper

Guideline for Teacher: Discuss with the students various people working at school.

Reading

There are many people who work in school.
They are very nice and we respect them.

Head Master/Principal

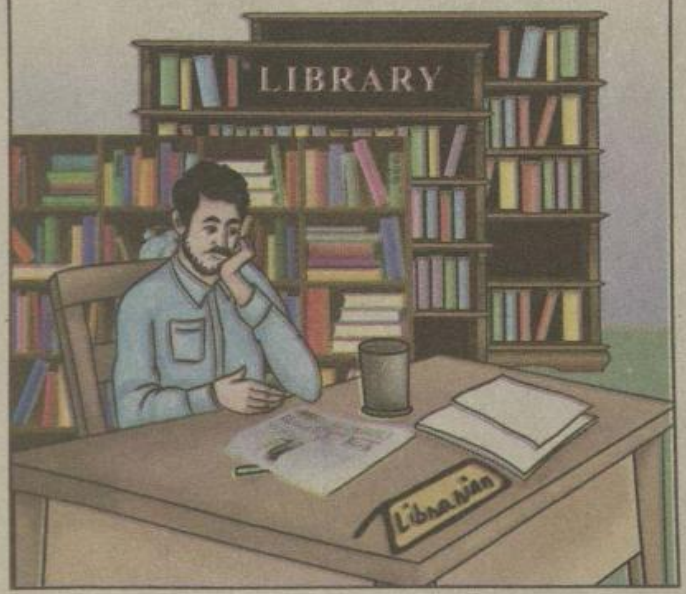


The principal looks after the school.

Teacher

The teacher teaches in the school.
He/She loves the students.

Librarian

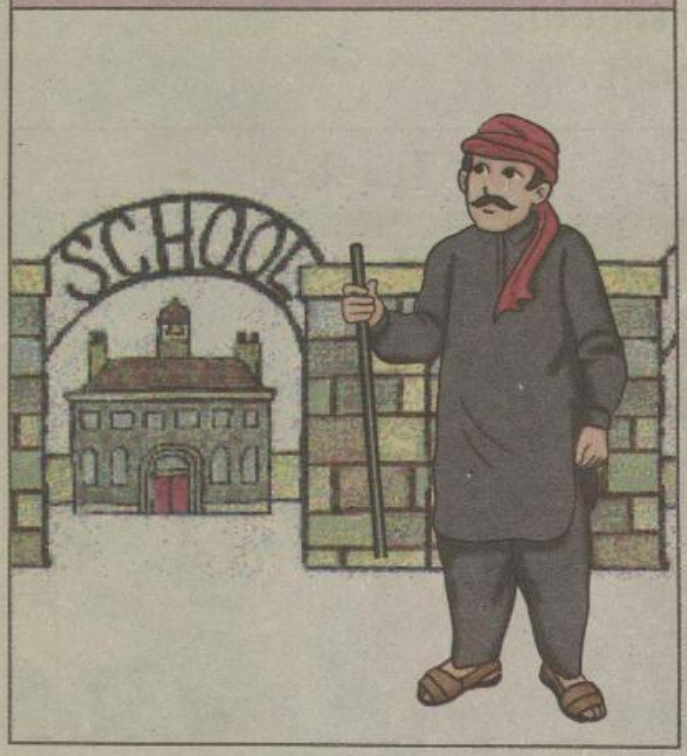


He gives books to the students and teachers.

Sports Teacher

The sports teacher helps the students in the playground.

Watchman

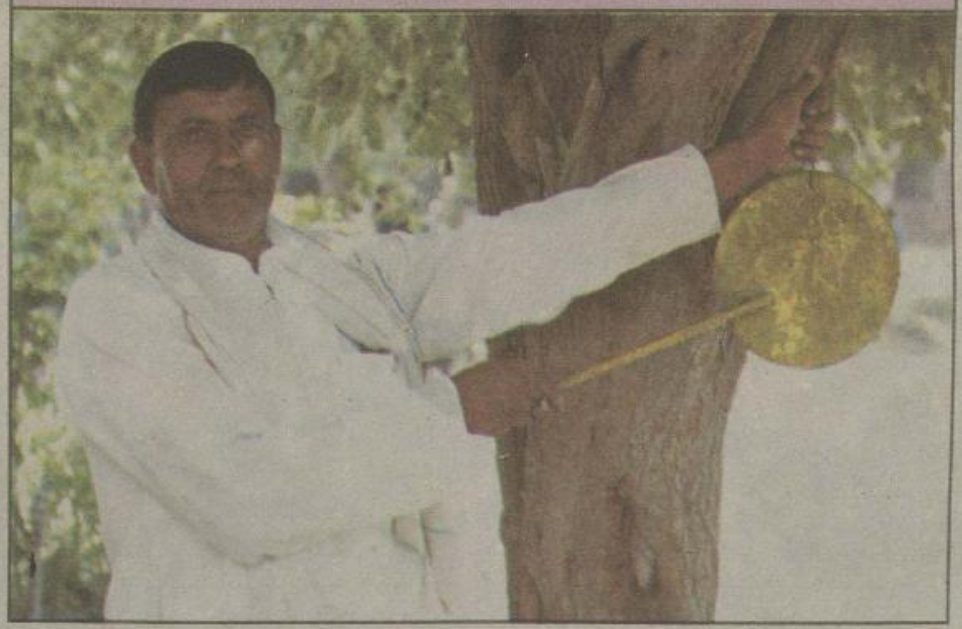


The Watchman stands at the gate.

Sweeper

The sweepers keep the school clean.

Peon



The peon rings the bell on time.

Look at the pictures and answer the questions.

Example: Is he a farmer?

No, he is not.

He is a postman.

Is he a watchman ?

_____

_____

Is she a librarian?

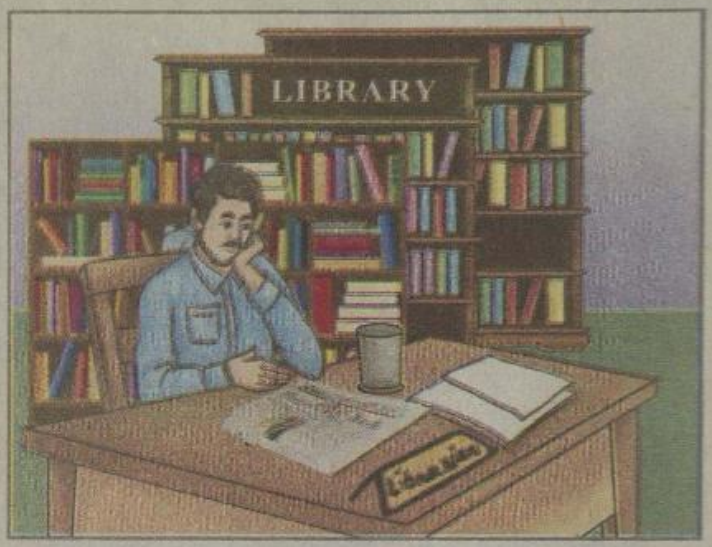
_____

_____

Is he a teacher?

_____

_____



Is he a peon?

_____

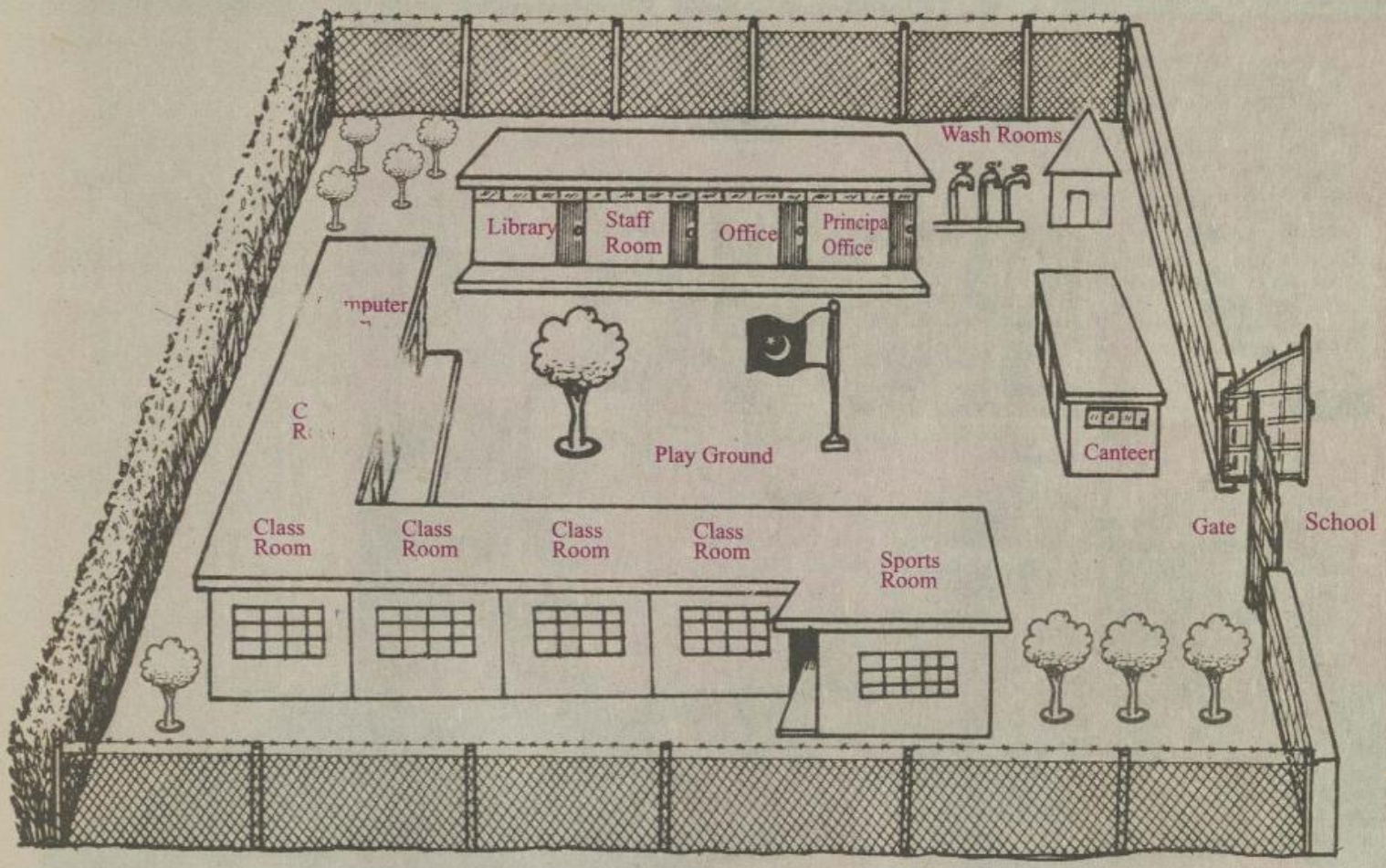
_____

Is he a sweeper?

_____

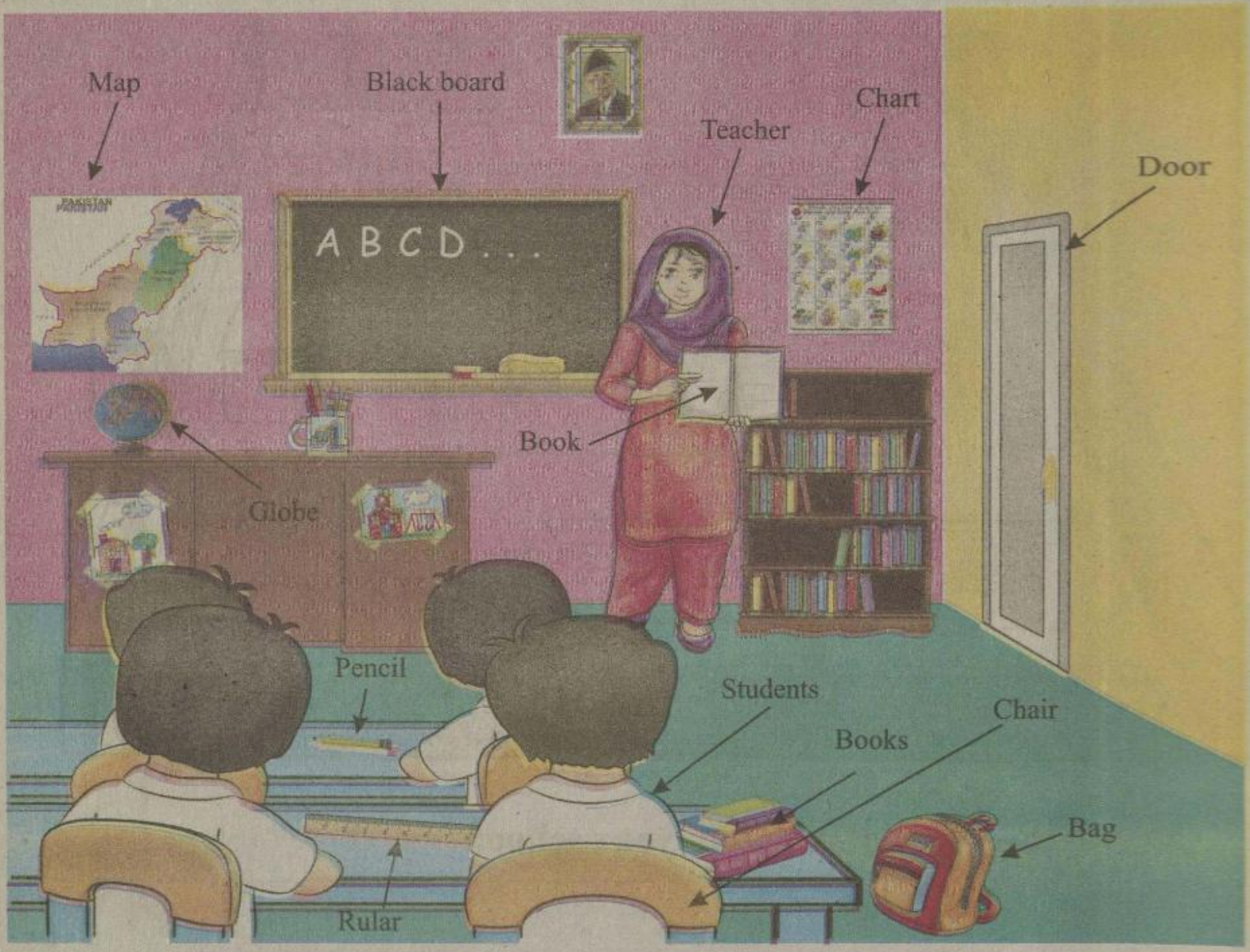
_____

Vocabulary



Write the name of places in your school.

My classroom



Write the names of the objects as shown in the picture of classroom.

Example:

Books

Grammar

I am Saad.
This is my school.

Miss Gul is our English teacher.
She is in her class.

Mr. Khalid is our
Principal/Headmaster.
He is in his office.

They are my class fellows.
They have their books.

Complete the sentences with "his" , "her" , "my" , "their" and "our" .

1. They are boys.

   They have _____ ball.

3. He is Ahmed.

   He has _____ bicycle.

2. She is Sara.

She has _____ doll.

4. I am Sadia.

I have _____ book.

5. We are playing cricket.

We have _____ a bat and a ball.

UNIT 9

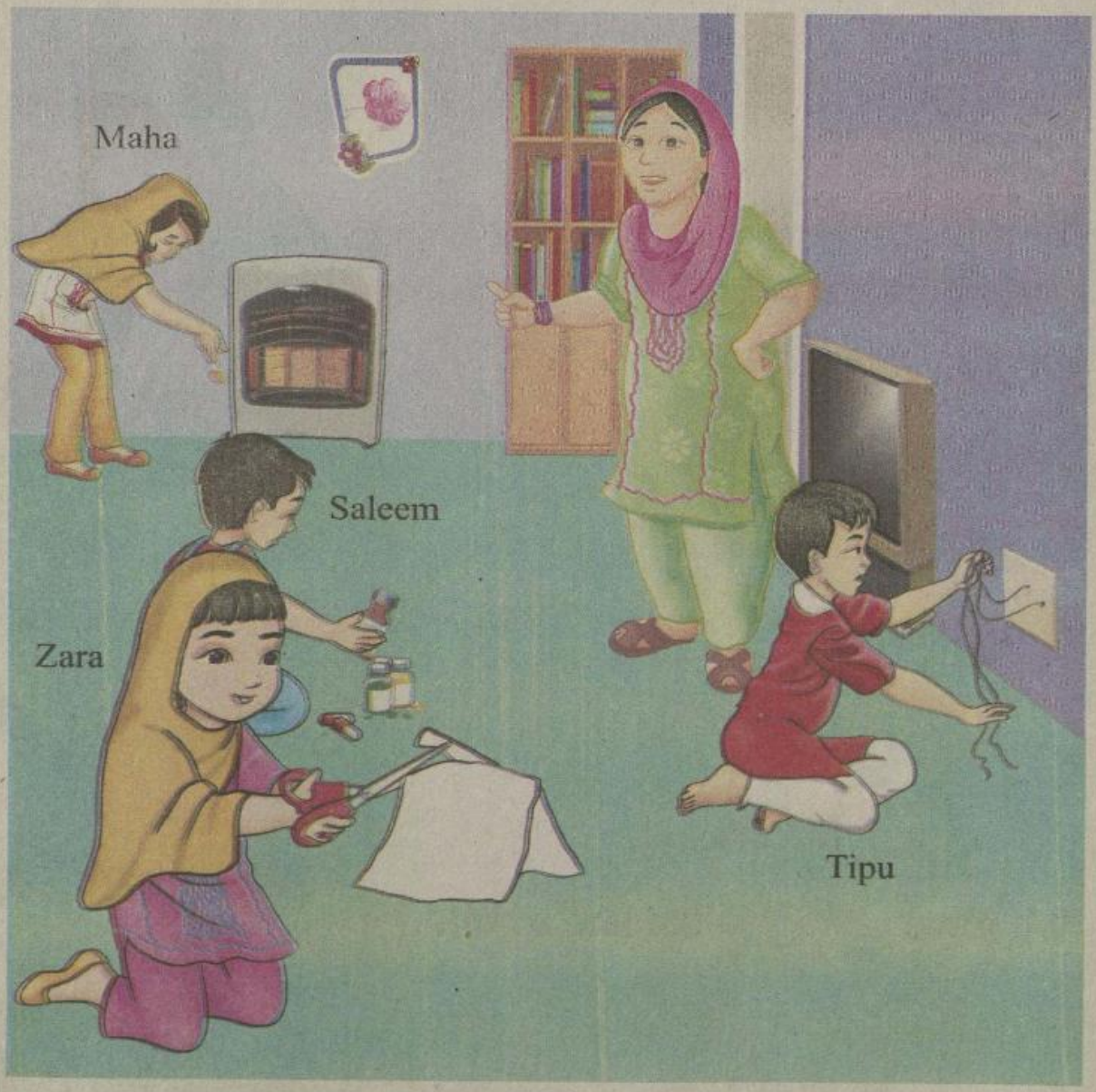
SAFETY

At the end of this unit, students will be able to learn:

- Safety education
- Giving instructions
- Use of 'can' and 'can not'
- Commands

Pre-Reading

Is it safe to do?



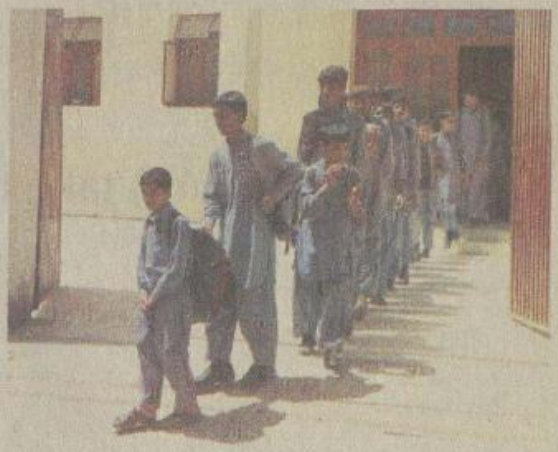
Guideline for Teacher: The teacher will explain what the children are doing and whether it is safe to do or not, and should tell the reasons why it is not safe.

Giving instructions.

Nazia is taking the children to the park.

Nazia is giving instructions.

Listen Children!



a) Make a queue.

b) Don't (do not) push others while walking.

c) Cross the road on zebra crossing.

d) Don't (do not) pluck flowers in the garden.

e) Don't (do not) take things from strangers.

f) Don't (do not) run after the ball on the road.

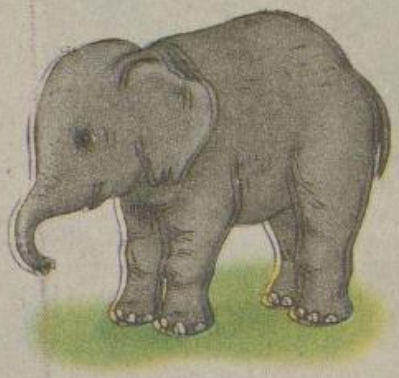
g) Throw wrappers in the bin.

Activity:

Ask the students to give safety instructions to their friends in pairs.

Guidelines for Teacher: Read the instructions and discuss some of the safety measures taken at home, school or road.

Use of "can" and "cannot"

Can	Cannot
A parrot can fly.	An elephant cannot fly. 
My mother can cook food.	She cannot play tennis.
He can drive a car.	He cannot ride a horse.

Activity

Look, say and write what you "can" or "cannot" do.

I can.

I cannot.

Commands

Close the window.

Don't (do not) tear the paper.

Open the door.

Sit down.

Open the book.

❖ REVIEW ACTIVITIES UNIT 4 - 8

Activities

1. Write down the name of the days of the week.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____

2. Make words with 'at' sound.

Example: C + at = Cat

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

3. Write four sentences about the place you live in (City or village)

1. _____

2. _____

3. _____

4. _____

❖ REVIEW ACTIVITIES UNIT 4 - 8

4. Match with pictures.

Playing

Writing

Skipping

Flying

5. Write question sentences using 'Why' .

1. _____ (drinking milk)?

2. _____ (washing hand)?

3. _____ (watching T.V.)?

❖ REVIEW ACTIVITIES UNIT 4 - 8

6. Look at the pictures and answer.

1. Is he a watchman ?

   No, he is a _____.

2. Is he a postman ?

   No, he is a _____.

3. Is he a peon ?

   No, he is a _____.

7. Make a list of the objects in your classroom.

UNIT 10

ABDUL QADIR JILLANI (رحمۃ اللہ علیہ)

At the end of this unit, students will be able to learn:

- Reading strategies
- Comprehension Questions
- Complete the story
- Describing words

Pre-Reading

Predict the story with the help of the title.

Reading

There was a boy in Jillan. His mother advised him, "Always speak the truth." One day, the boy was going to a city with a group of people.

They were crossing a jungle. Two men came out of the jungle and took all the things from them. They asked the boy, "What do you have?" " I have 40 (forty) dinnars ", said the boy. They took him to their Chief.

The Chief said, "Where are 40 (forty) dinnars? " The boy said, "In my vest."

The Chief said,"Why did you speak the truth?" My mother said, "Always speak the truth." answered the boy. The Chief became happy with his answer and gave back all the things to the people.

The boy was Abdul Qadir Jillani (رحمۃ اللہ علیہ) .

Read the story and complete the passage.

"I have _____dinnars", said the boy. Two men took him to the _____. The Chief said," Where are 40 (forty) _____?" The boy said," "In my _____." The Chief said, " Why did you speak the _____?" My mother said, "Always speak the _____," said the boy.

Answer the Questions.

1. Where was the boy?

Answer: .....

2. What did his mother advise?

Answer: .....

3. Where did the two men take the boy?

Answer: .....

4. Why did the boy speak the truth?

Answer: .....

5. Why did the Chief give all the things back?

Answer: .....

6. Which character of the story do you like the most?

Answer: .....

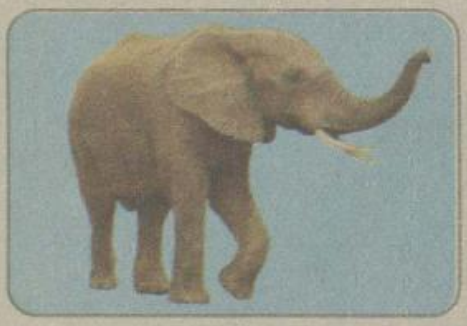
7. What is the moral of the story?

Answer: .....

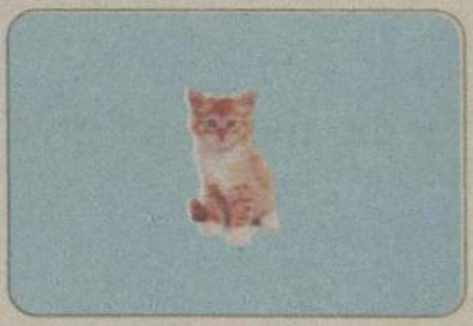
Describing words (adjectives)

Soft

Hard

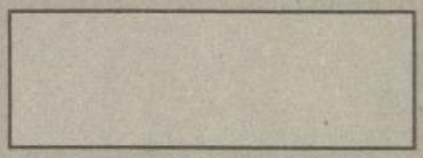


Big



Small

Black



White

Hot

Cold

Match with the pictures.

Red

Green

Tall

Short

Big

Small

Cold

Hot

UNIT 11

FESTIVAL

At the end of this unit, students will be able to learn:

- Prepare greeting cards
- Use of "when" and "where"
- Advantages of healthy food
- Direction

Pre-Reading

What do you see in these pictures.?

Guideline for Teacher: Tell some important islamic festivals to the student.

Reading

Grandmother: Sara and Saad come here and look at the Eid moon !

Sara: Tomorrow is Eid-ul-Fitr.

Saad: Yes.

Grandmother: Do you know why do we celebrate Eid-ul-Fitr.?

Saad and **Sara:** No. Could you tell us, please.

Grandmother: The Muslims celebrate Eid-ul-Fitr after the month of Ramadan on the first of Shawal.

The Muslims thank Allah for the gift of the Ramadan.

The Muslims offer Eid prayer. After the Eid prayer, they greet one another. Eid gives a feelings of thankfulness and happiness.

The Muslims help the poor on Eid-ul-Fitr.

They visit their neighbours, relatives and friends. Children get Eidi from their elders. They spend their Eidi happily.

Greeting Cards

Eid Mubarik

To Sara

From your friend

Sadia

Make one greeting card and give it to your friend / teacher or member of your family.

Happy Birthday

H_____

B_____

D_____

To_____

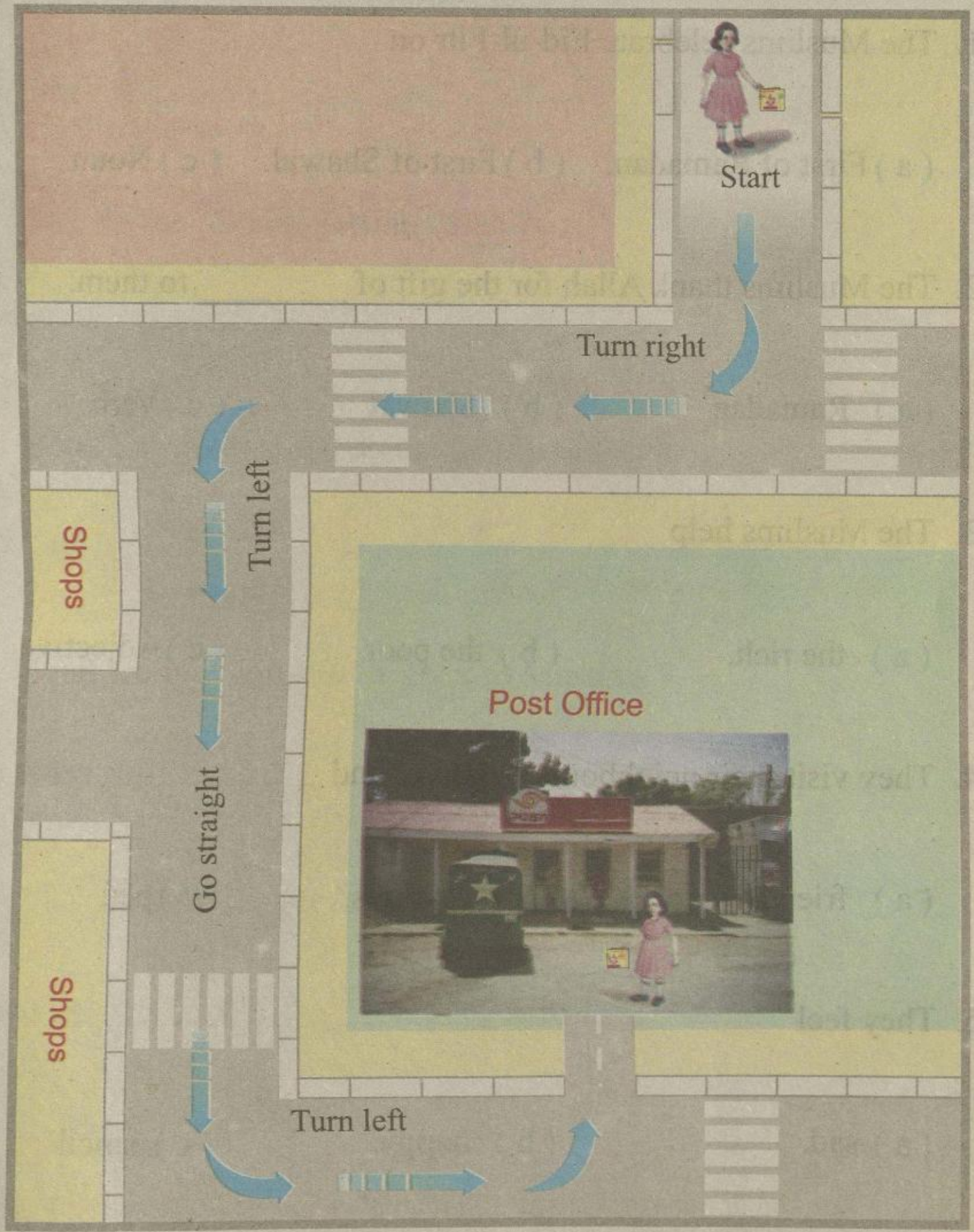
From_____

Phone_____

Address_____

Activity

Sara wants to post Eid card to her friend. Help her reaching post office.



Circle the correct answers.

1. The Muslims celebrate Eid-ul-Fitr on

(a) First of Ramadan. (b) First of Shawal. (c) Noun

2. The Muslims thank Allah for the gift of _____ to them.

(a) Ramadan (b) Shawal (c) Verb

3. The Muslims help

(a) the rich. (b) the poor. (c) Adjective

4. They visit their neighbours, relatives and

(a) friends. (b) markets. (c) pen

5. They feel

(a) sad. (b) happy. (c) pancil

Answer the questions by writing complete sentences.

1. When do we celebrate Eid-ul-Fitr ?

Answer: _____

2. Why do the Muslims thank Allah ?

Answer: _____

3. What do the Muslims do on the Eid-ul-Fitr ?

Answer: _____

4. What feelings Eid-ul-Fitr gives to Muslims ?

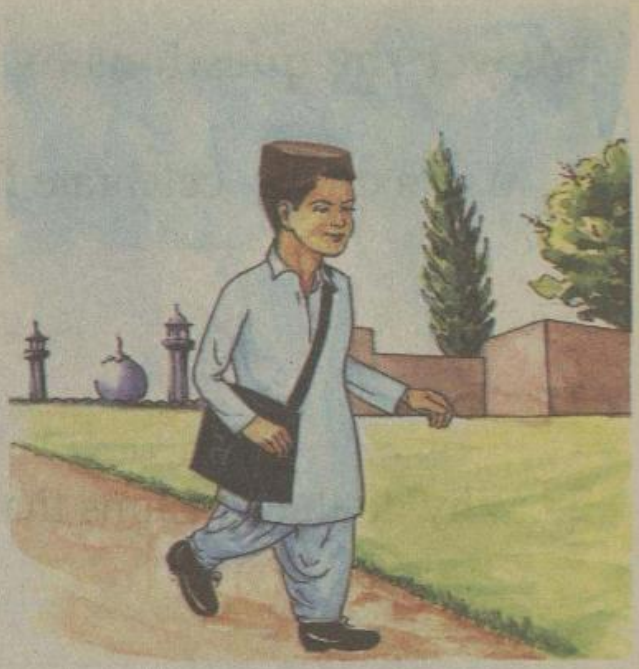
Answer: _____

5. What do children get from their elders ?

Answer: _____

Activity: How do you celebrate Eid-ul-Fitr? Discuss in groups.

Grammar when where



Where is your school?

It is on Jinnah Road.

When do you go to school? (time).

I go to school at eight o' clock.

Match the Answers.

▪ Where is your house?	on Sunday.
▪ When do you eat lunch?	at five o' clock.
▪ Where is your mother?	in Quetta.
▪ When do you visit your uncle?	at two o' clock.
▪ Where do you put your bag?	in the playground.
▪ When is football match?	in the kitchen.
▪ Where is football match?	in the room.

Guideline for Teacher: Explain the question with **when, where** with everyday examples. The teacher should also tell the students of the actual location of their school and house.

Healthy food

Chicken

Fish

Eggs

Rice

Meet

Pulses

Milk

Fruit

Vegitable

Unhealthy food (Junk food)

Guideline for Teacher: The teacher should tell the students the advantages of healthy food and disadvantages of unhealthy food.

UNIT 12

PICNIC

At the end of this unit, students will be able to learn:

- Comprehension questions
- Rebus
- Prepositions (up, down, here, there)
- Ordinal numbers

Pre-Reading **With the help of the picture predict the lesson.**

Last Sunday, Saad went to a park with his family. There were beautiful flowers and shady trees in the park. There were slides and swings for the children. They were going up and down and enjoying. The children were running here and there. Saad and his sister Sara started playing with other children.

There was a small zoo in the park. They saw parrots, pigeons, doves, peacocks, eagles and tortoises. They liked peacocks and parrots very much.

They ate lunch at two o' clock. After the lunch, Saad and Sara collected all rubbish and threw it in the dustbin. Their father and mother packed all the other things. At six o' clock, they came back home. They all enjoyed the picnic.

Answer the following questions. Write complete sentences.

1. When did the family go to the park ?

Answer: .....

2. What things were there in the park ?

Answer: .....

3. Who started playing with other children ?

Answer: .....

4. What time did they eat lunch at?

Answer: .....

5. Where did Saad and Sara throw the rubbish?

Answer: .....

Activity:

Where do you like to go for a picnic ? Discuss in pairs / groups.

Rewrite the passage in your notebooks by replacing the pictures with words.

Last Sunday, Saad went to a . There

were and shady . There were and

for children. Saad and his sister shared their

with other children. There was small zoo in the .

They saw many . They liked and

. They came back at and enjoyed the day.

یہ کتاب مفت تقسیم کی جارہی ہے اور ناقابل فروخت ہے

Singular and Plural.

Say the words loudly.

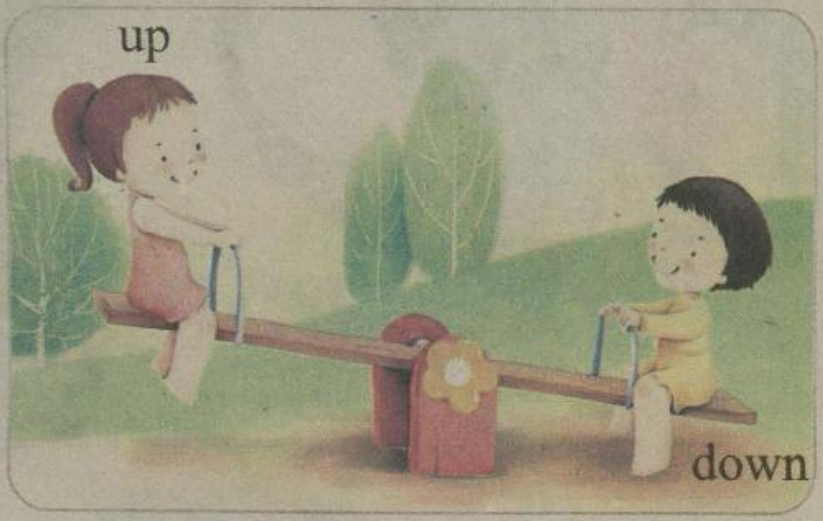
Singular	Plural	Sounds
Parrot	Parrots	/ S /
Dove	Doves	/ Z /
Tortoise	Tortoises	/ IZ /

Make plural names of some other animals.

Grammar

up **down**

1. Sara and Saad
   are on a sea saw.
   Sara is up
   and Saad is down.



here **there**

Children are running here and there.

Guideline for Teacher: Describe the picture with the help of guided questions. The teacher should pronounce the words loudly and correctly.

Writing

Describe the picture.

Guideline for Teacher: Help the students in describing the picture.

Ordinal numbers

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
First	Second	Third	Fourth	Fifth	Sixth	Seven	Eight	Ninth	Tenth

Activity

Give names to the cyclists and tell.

Who got the first position in the race ?

.....

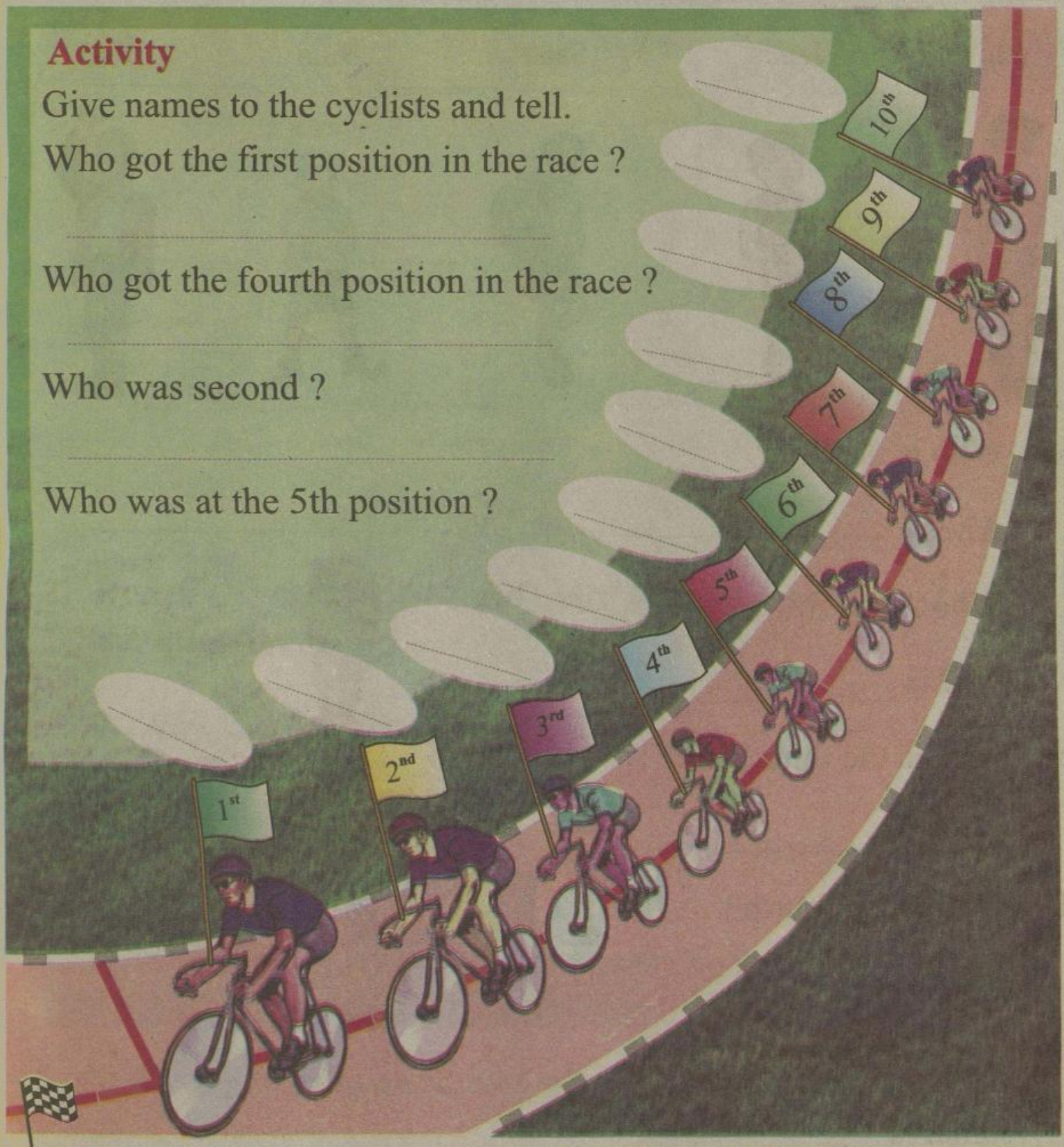
Who got the fourth position in the race ?

.....

Who was second ?

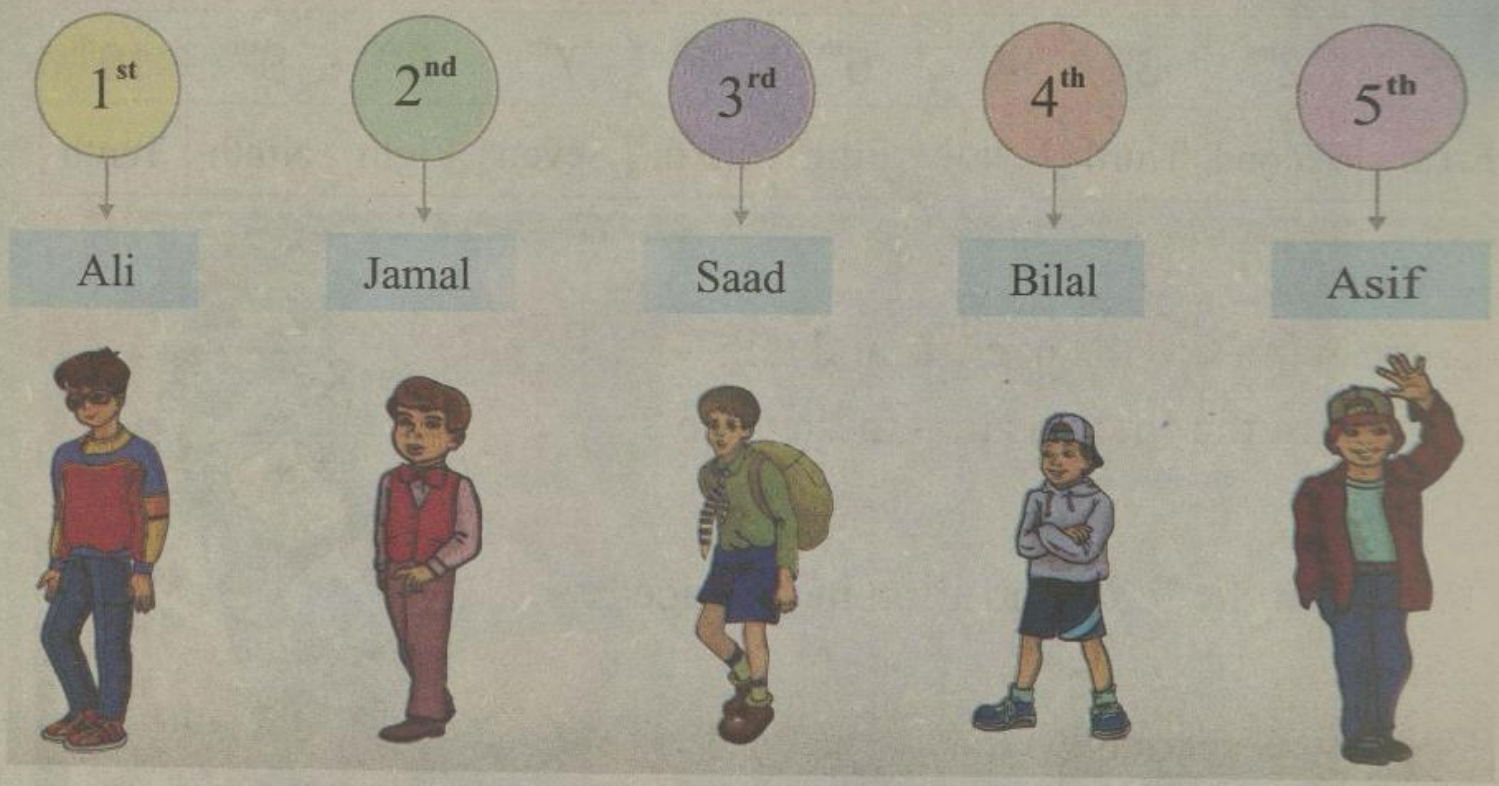
.....

Who was at the 5th position ?



Guideline for Teacher: The teacher should explain the concept of ordinal number.

Activity



a) Who is the first?

Ali is _____ .

b) Who is the fifth?

Asif is _____ .

c) Who is the third?

Saad is _____ .

d) Who is the fourth?

Bilal is _____ .

e) Who is the second?

Jamal is _____ .

❖ REVIEW ACTIVITIES UNIT 10 - 12

Activities

1. Say and write what you <u>can do</u> and what you <u>cannot</u> do.

I can	I cannot

2. Recall the story "Abdul Qadir Jilani (رحمۃ اللہ علیہ)" and answer the questions.

1- Why should we speak the truth ?

2- Which character of the story you do not like ?

3- What lesson do you get from the story ?

3. Make a greeting card and give it to your friend.

❖ REVIEW ACTIVITIES UNIT 10 - 12

4. Circle the correct answers.

1- The Muslims celebrate Eid-ul-Fitr on

(a) 1st of Ramazan (b) 1st of Shawal (c) fifth

2- The People feel

(a) happy (b) sad (c) first

3- People help

(a) the rich (b) the poor (c) second

5. Match the answers.

1- When do you eat breakfast ? at 6 o' clock.

2- What class do you study in ? at 7 o' clock.

3- When do you get up ? in class two.

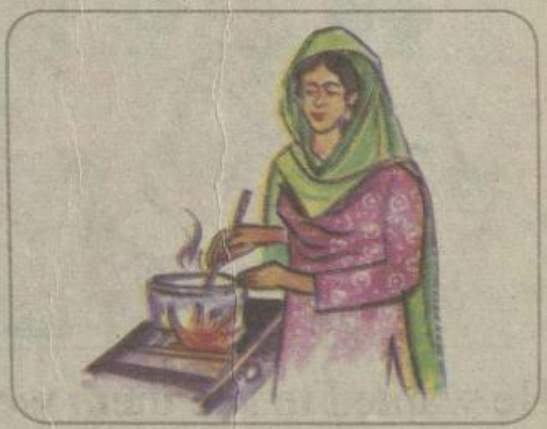
❖ REVIEW ACTIVITIES UNIT 10 - 12

6. Re write the sentences by replacing pictures with words.

1- There are many .....

2- They are playing .....

3- She is .....



UNIT 13

HIDDEN TREASURE

At the end of this unit, students will be able to learn:

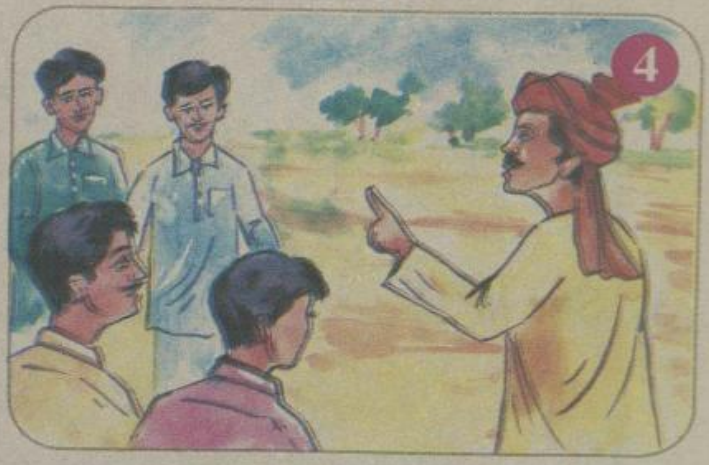
- Re-write sentences by replacing words
- Completion of story
- Keep the environment clean
- Express likes and dislikes

Hidden Treasure

Once there was a farmer.

He had four sons. They were lazy.

He wanted to see them working.

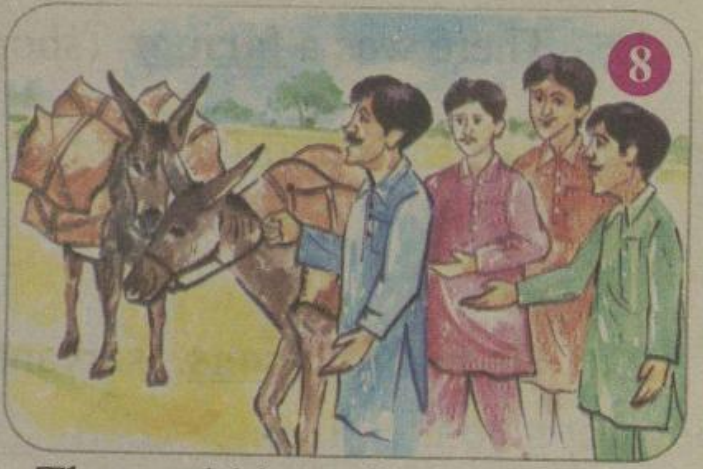


One day, he told them, "A large treasure is hidden in the field, go and find it."

The farmer told them "dig the ground".

The farmer asked, "Sow the seeds".

After sometime, they got a good crop.



They sold it and became rich.

They realized the importance of hard work.

Moral: Dignity of Labour.

Activity

1. Do you like the story?

2. Which character do you like the most?

3. Which character you do not like?

Write sentences by replacing words given in the brackets.

1. There was a **farmer**. (shopkeeper)

.....

2. He had four **sons**. (servants)

.....

3. They were **lazy**. (hard working)

.....

4. He was **not happy**. (very happy)

.....

Complete the story.

Once there was a _____. He had _____ sons. They were _____.

One day, the farmer told them that there was a _____ hidden in the

field. They dug out the _____ , but did not find treasure. The farmer

told them to sow the _____. After sometime, they got a good

_____. They sold it and became _____. They realized the

importance of hard _____.

Moral: _____

Keep the enviornment clean.

Instructions for the Teacher

Unit 1

- To familiarize the students about greetings, the teacher should tell first what the greetings mean and explain it with the help of the lesson. After doing that, the teacher should form pairs and conduct an activity of "Role Play" students introduce each other, say farewell, ask and express their likes and dislikes, for better understanding and practice.

- The teacher should make the students recall previously learnt naming words and ask, the student to say few naming words, for example, people, place thing. etc and the teacher himself read out the naming words given in the activity and ask the students to tell which category they belong to and put the words in the relevant boxes given in the activity.

- The teacher should tell the difference between singular and plural with the help of different objects and tell them how sometimes plurals are made by adding an 's' and sometimes we add 'es'. (Rules making plurals).

- The teacher should explain that, when a group of two successive letters represent a single sound is called "Digraph" eg 'ch', 'sh'.

- The teacher should tell the students what the punctuation is and will explain when and where the comma (,) is used.

Unit 2

- The teacher will read the lesson and ask the students to read after him. The teacher will explain how to help each other and live together peacefully in the society. The teacher will ask the students if they help their friends and other people. Ask them to relate their experience in front of the class.

- The teacher should explain the idea of 'number in tens(10's) with the help of different objects e.g. he can use 'chalk sticks', 'pebbles', beads' for this purpose. After explaining the idea, he can ask the students to identify currency notesof Rs.10, 20, 50, 100.

- The teacher will read aloud the riddles, students will repeat after him. The teacher will explain the riddle (He can use mother tongue if he feels it necessary for better understanding) the students will answer orally. The teacher will ask the students if they know any riddle, they can ask.

- The teacher will familiarize the students with different shapes. For this purpose, he can use different objects, e.g., a window, a door, an egg etc.

Unit 3

- The teacher will read the poem with rhyme and rhythm, students will repeat after him. The teacher will explain the poem in simple words. He will ask the students to name the flowers they came across in this poem. The teacher can also exploit this poem to teach about the seasons. He can ask the

students to identify the flowers through "show and tell" activity to familiarize the students about the colours of the flowers "draw and colour" activity can be conducted.

- The teacher will explain the rhyming words and ask the students to pick out rhyming words.

- The teacher will explain what preposition is with the help of objects by placing on the table, or putting under the table etc.

Unit 4

- The teacher will explain how to tell time with the help of a real wall clock or a wall clock picture. He will tell that if the 'big hand' is on 12' and the small hand is on 3, it is 3'o clock. To make the idea of time clearer, the teacher will ask the students to tell one by one their routine of the day.

- The teacher will explain the usage of "is, are, am " with pointing words 'this, that, these, those' with examples from real life e.g. by using objects in the class room and asking the students questions like 'what is this ! what is that ! etc. student will reply with 'this is, that is" etc.

- The teacher will ask the students to recall the 'vowels and consonants' which they have learnt in previous class and ask them to pick out vowels. The objective of this activity is to check their previous knowledge.

- The teacher will explain the concept of masculine and feminine with examples from real life.

Unit 5

- With the help of this rhyme, the teacher will explain the concept of days and months. He will ask the students how many months are there to check their prior knowledge. The teacher can use a wall calendar for this purpose.

- The teacher will explain that "has and have' are used for showing possession of something e.g. I have a pen.

- The teacher will ask the students to arrange the words in alphabetical order according to the second letter just to assess whether they have a clear concept of alphabets which they have learnt in previous class.

- The teacher will ask the students to do it in pairs. One student will ask 'what is this' the other will reply 'this is my or your ….'.

- The teacher will tell the students that words are made with addition of letter and with the letter sound e.g. add H with ot sound makes "hot".

Unit 6

- Through this poem the teacher should tell the students about the difference between the village and city. He will further ask the questions to tell/relate the important places, crops, fruits or any other characteristic of the place he/she lives in.

- The teacher should explain 'what action words' (verb) are. The teacher can use 'show and tell method' for this purpose.

- The teacher will ask the questions from the students to check if they have previous knowledge, regarding modes of transportation. The teacher will explain them different modes of transportation, the people use.

Unit 7

- The teacher should tell the students the role of media (T.V) in creating awareness among the children regarding different issues e.g. health and hygine, sharing and caring etc. the teacher can form groups and ask the students to discuss the programmes they like most and what do they learn.

- The teacher will explain the use of "when, what and why". He/She will reinforce this concept with the help of the given activities.

Unit 8

- The teacher should ask the students about the people working in their school. The teacher then explain the different people who work at school and their functions.

- The teacher will ask the students to work in groups and write down the names of the places in the school.

- The teacher will ask the students to work in groups and write down the names of the objects they can see in the class room.

Unit 9

- The teacher should explain the picture and will ask the students if they think it is safe to do. The teacher will ask the students to work in pairs and give safety instructions to each other.

- The teacher will explain the use of 'can' and 'cannot' with the help of the lesson and will reinforce the idea with the help of the given activity.

- The teacher will ask the students to work in pairs and one gives the command and the other does the act.

Unit 10

- The teacher will ask the students to look at the pictures and predict the story. The teacher will read the story and the students will repeat after him/her. The teacher will explain the story and the message it gives.

Unit 11

- The teacher will ask the students to predict the story with the help of the pictures. The teacher will explain the festivals celebrated by the muslims.

- The teacher will ask the students to work in groups and prepare greeting cards and write address and name etc.

- The teacher will explain the use of question words 'when' and 'where' and will re-nforce the concept with the help of the activity.

- The teacher will explain the advantages of healthy food and disadvantages of unhealthy food how to keep ourselves healthy.

Unit 12

- The teacher will read the lesson aloud and the students will listen. The teacher then ask the students to read the lesson silently and answer the questions.

- The teacher will ask the students to work in groups and describe the picture.

Unit 13

- The teacher will read the story and explain the importance of the dignity of labour.

- The teacher will explain the importance of keeping the enviornment clean.

Glossary

Greetings - To welcome someone with particular words

Respond - To say or do something as a reaction to something that has been said or done

Blind - Unable to see

Amber - Yellowish brown

Wither - To become weak dry and decay

Raise - To take care of a person, animal or plant until they are completely grown

Look after - To take care of

Predict - When you say what will happen/guess

Vest - A type of under garment which covers the upper part of the body

Festival - A special day usually in memory of religious event

Celebrate - Enjoy an occasion

Rubbish - Garbage, waste material

Familiarize - To learn about something

Riddle - A problem which is difficult to solve, often asked as a game

Glossary

Diginity - Quality that wins or deserves respect (the state of being worthy of respect)

Treasure - Creat riches / A very valuable object

Realize - Became fully aware of something

Hidden - Putt or keep out of sight

Enviroment - Surrounding

Ordinal - Relating orders in series

Celebrate - Honour or praise publically

Crowd - A Large number of people gathered together

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مرکزِ یقین شادباد
پاک سَرزمین کا نِظام قُوّتِ اُخُوّتِ عوام
قوم، مُلک، سَلطنت پائِندہ تابِندہ باد
شادباد منزلِ مُراد
پَرچَمِ سِتارہ و ہِلال رَہبرِ تَرقّی و کمال
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باب 6

اعداد کی ضرب۔ پہاڑے اور تقسیم

ضرب

اس مثال پر غور کریں

2 + 2 + 2 = 6 (دو جمع دو جمع دو برابر ہے چھ)

2 بار 3 = 6 (تین بار دو برابر ہے چھ)

3 x 2 = 6 (تین ضرب دو برابر ہے چھ)

مثال کے مطابق خالی جگہ پُر کریں۔ X ضرب کا نشان ہے

4 + 4 =

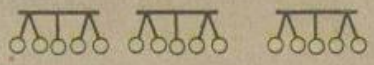
4 بار 2 =

2 x 4 =

2+ 2 + 2 + 2 =

2 بار 4 =

4 x 2 =



5 + 5 + 5 =

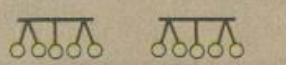
5 بار 3 =

3 x 5 =

3+ 3+ 3+ 3+ 3 =

3 بار 5 =

5 x 3 =



5 + 5 =

5 بار 2 =

2 x 5 =

2+2+2+2+2 =

2 بار 5 =

5 x 2 =